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ABSTRACT

This curriculum guide was developed to update information that is crucial to business and office students as they examine career possibilities and go about the job-seeking process. New information in the areas of job descriptions, career terminology, statistics related to career opportunities, placement, and careers with high rates of projected growth in the next decade are included in this revised guide. Reference/resource listings, including many computer-assisted materials, have also been updated and expanded. Four units cover the following topics: the importance of choosing a career, personal qualities for the world of work, sources of information and occupational requirements, and developing a career plan. Each instructional unit includes these basic components: performance objectives, suggested activities for teachers and students, information sheet, assignment sheets, key to assignment sheets, transparency masters, test, and test key. Units are planned for more than one lesson or class period of instruction during a one-semester course. Lessons can be utilized as an introductory part of a vocational course; several of the units could also be used in postsecondary and adult training programs. Appendixes to the guide list references and supplementary resource materials. (KC)

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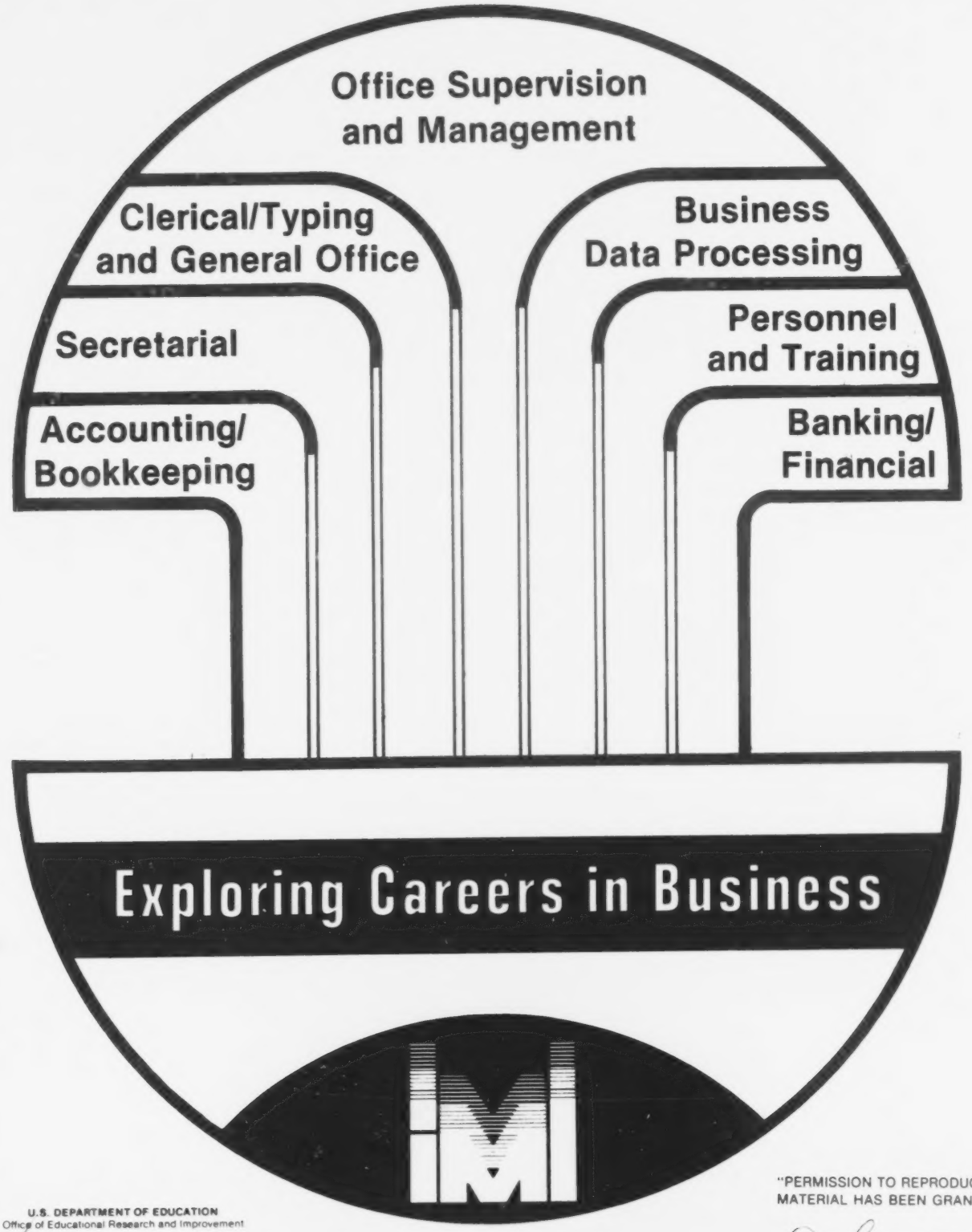

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INSTRUCTOR'S GUIDE

EXPLORING CAREERS IN BUSINESS

Produced by the Instructional Materials Laboratory
University of Missouri-Columbia
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FOREWORD

During the past decade, technological advances have brought about many changes in the area of business and office careers. Along with these changes comes the need to update instructional materials used by instructors to acquaint students with the broad spectrum of careers in business. This curriculum guide, Exploring Careers in Business, was developed for the purpose of updating information that is crucial to the business and office student as he/she examines career possibilities and goes about the job-seeking process. New information in the areas of job descriptions, career terminology, statistics related to career opportunities, placement, and careers with high rates of projected growth in the next decade are included in this revised guide. Reference/resource listings, including many computer-assisted materials, have also been updated and expanded.

Exploring Careers in Business is divided into four units: The Importance of Choosing a Career; Personal Qualities for the World of Work; Sources of Information and Occupational Requirements; and Developing a Career Plan. This curriculum guide is designed for a one-semester exploratory course about business and office careers or could be utilized as an introductory part of a vocational course. Several of the instructional units could also be used in postsecondary and adult training programs.

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NOTES TO THE INSTRUCTOR

Instructional Units

Exploring Careers in Business includes four units. Each instructional unit includes the basic components of a unit of instruction: performance objectives, suggested activities for teachers and students, informtion sheet, assignment sheets, key to assignment sheets, transparency masters, test, and test key. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the instructor will help to determine:

A. The amount of material that can be covered in each class period
B. The skills which must be demonstrated
    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations
C. Supplementary resources such as audio-visual or computer-assisted instructional materials that must be ordered
D. Resource people who must be contacted

Objectives (White)

Each unit of instruction is based on performance objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the student performance necessary to reach the unit objective.

Suggested Activities/Instructional Materials (Pink)

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. Duties of instructors will vary according to the particular unit; however, for best use of the material they should include the following: order selected audio-visuals or computer materials, provide students with objective sheet, information sheet and assignment sheets; prepare transparencies, and arrange for resource materials and people; discuss unit and specific objectives; discuss information and assignment sheets; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Information Sheet (Green)

Information sheets provide content essential for meeting the cognitive (knowledge) objectives in the unit. The teacher will find that the information sheets serve as an excellent guide for presenting the background knowledge necessary to develop the skill specified in the unit objective.

Students should read the information sheets before the information is discussed in class. Students may take additional notes on the information sheets.

Transparency Masters (White)

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheets. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets (Gray)

Assignment sheets give direction to study and furnish practice for paper and pencil activities to devleop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments.

Key to Assignment Sheets (Pink)

Answers to assignment sheets are provided. These may be used by the teacher and/or student for checking student achievement of the objectives.

Test (Yellow)

Paper-pencil and performance tests have been constructed to measure student achievement of the objectives.

Test Key (Pink)

A test answer key is provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

EXPLORING CAREERS IN BUSINESS

INSTRUCTION/TASK ANALYSIS

JOB TRAINING: What the Worker Should Be Able to Do (Psychomotor)	RELATED INFORMATION: What the Worker Should Know (Cognitive)
THE IMPORTANCE OF CHOOSING A CAREER	
	1. Free enterprise and work ethic
	2. Occupations from broad spectrum of business occupations
	3. Business occupations projected to be in demand through 1995
	4. Business occupations projected to have most openings
	5. Business occupation projected to decline
	6. Reasons people work
PERSONAL QUALITIES FOR THE WORLD OF WORK	
	7. Increased self-understanding
8. Determine proper health considerations	
9. Determine appropriate personal appearance	
	10. Importance of employee adaptability
	11. Importance of interpersonal relationships
12. Use critical thinking skills to make better decisions	
13. Be able to perform better on tests which may be given by potential employers	

EXPLORING CAREERS IN BUSINESS

INSTRUCTION/TASK ANALYSIS

JOB TRAINING: What the Worker Should Be Able to Do (Psychomotor)	RELATED INFORMATION: What the Worker Should Know (Cognitive)
SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS	
14. Research employment statistics	
15. Research job characteristics using computer software and printed sources	
	16. Public sources for employment information
	17. Sources of national business information
	18. Services provided by private employment agencies
	19. Business and office job cluster and the related job family characteristics
DEVELOPING A CAREER PLAN	
20. Determine appropriate courses and their scheduling for a tentative career goal	
	21. Vocabulary related to obtaining and keeping a job
	22. Items applicants may need to complete or prepare
23. Prepare a resume	
24. Prepare a letter of application	
25. Complete an application	
	26. Employee attributes which an interviewer would try to identify

EXPLORING CAREERS IN BUSINESS

INSTRUCTION/TASK ANALYSIS

JOB TRAINING: What the Worker Should Be Able to Do (Psychomotor)	RELATED INFORMATION: What the Worker Should Know (Cognitive)
27. Make a favorable first impression at a job interview	
28. Prepare a follow-up letter	
	29. Criteria to use in job selection
	30. Procedures to enhance the job search when no offers are received
	31. Labor laws and their provisions
	32. Actions to help insure success on the job
	33. Ways to enhance opportunities for career advancement
	34. Ways to keep current in the career

THE IMPORTANCE OF CHOOSING A CAREER
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student will state the impact of the socioeconomic environment on career choice, distinguish among the spectrum of business occupations, and identify the predicted trends in business and office employment. The student will also indicate the implications of occupation selection by listing reasons that people work, stating examples of interrelated goals, and listing reasons for career changes.

SPECIFIC OBJECTIVES

After completion of this unit the student will:

1. Complete eight incomplete statements related to the free enterprise system and the work ethic with 85 percent accuracy within eight minutes.

2. Match five descriptions of occupations from the broad spectrum of business occupations with their correct occupational titles with 85 percent accuracy within five minutes.

3. Select from a list of twelve business occupations, the ones projected to be in demand through 1995, with 85 percent accuracy within three minutes.

4. Select from a list of five business occupations, the ones projected to have more than 450,000 openings through 1995, with 85 percent accuracy within two minutes.

5. Select from a list of four business occupations the one which is projected to decline through 1995 with 100 percent accuracy within one minute.

6. List four reasons that people work relative to individuals' needs and economic conditions with 85 percent accuracy within three minutes.

7. State three examples of interrelated goals of an employment situation with 85 percent accuracy within five minutes.

8. List five reasons related to changing technology, life style, and economic conditions which cause individuals to change careers with 85 percent accuracy within three minutes.

SUGGESTED ACTIVITIES

(NOTE: At the beginning of this course the instructor will introduce an ongoing assignment for which each student will prepare a career information folder. In this folder, the student is to place (1) career and job newspaper clippings and magazine articles, (2) class notes, and (3) evaluated assignments. The contents of the folder should be organized according to the outline of this curriculum guide. The student will submit the folder to the instructor upon completion of the course. After the folder has been examined by the instructor, it is to be returned to the student. Students should be encouraged to continue adding information to their folders to assist in career planning.)

I. Order selected audio-visuals or computer materials.

II. Prepare a bulletin board.

(NOTE: NFIB (National Federation of Independent Business Research and Education Foundation) 150 West 20th Avenue, San Mateo, CA 94403 has a free poster titled "What's the Difference?" which compares economic differences in selected cities in the world. The poster is part of a packet which includes teaching suggestions and a cartoon page feature comparing economic systems.)

III. Provide students with objective sheet.

IV. Provide students with information and assignment sheets.

V. Prepare transparency.

VI. Discuss unit and specific objectives.

VII. Discuss information and assignment sheets.

VIII. Discuss the differences in economic systems (TM 1).

IX. Discuss the inferences of statistics and compare the data computed and organized in assignment sheets 1 and 2.

X. Discuss reasons people work in reference to the life cycle and goals.

XI. Give test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1-Comparison of Economic Systems

D. Assignment sheets

1. AS 1-Calculate Number of Job openings Forecast Nationally through 1995

2. AS 2-Projected Number of Job Openings (Nationally)

E. Key to assignment sheets

F. Test

G. Test key

II. References:

A. Brown, Betty J. and John E. Clow. General Business - Our Business and Economic World. Boston: Houghton Mifflin Company, 1982.

B. "Business Economic Careers." National Association of Business Economists (1981), 28349 Chagrin Blvd., Cleveland, OH 44122.

C. Daggett, Willard R. The Dynamics of Work. Cincinnati: South-Western Publishing Company, 1984.

D. Daughtrey, Anne Scott, et al. Introduction to Business - The Economy and You. Cincinnati: South-Western Publishing Company, 1986.

E. Davis, Charles H. "Education's Role in Developing Instincts for Entrepreneurship and Small Business Management." Business Education Forum, 37, No. 7 (1983), 29-31.

F. Finch, Alton V., et al. "Planning for a Career in Business." Business Education Forum, 36, No. 3 (1981), 26-30.

G. Jones, Eugene. "Value Clarification in Free Enterprise Education." Business Education Forum, 38, No. 3 (1983), 19-20.

H. Occupational Outlook Handbook, U.S. Dept. of Labor, Bureau of Labor Statistics, 1984-1985 edition.

I. Poe, Roy W. et al. Getting Involved with Business. New York: Gregg Division/McGraw-Hill Book Company, 1981.

III. Additional references:

A. Allbright, Bruce L. "Entrepreneurship Education." The Balance Sheet, 66, No. 5 (1985), 7-8.

B. "The American Economic System...and your part in it." The Advertising

Council and the U.S. Department of Commerce in cooperation with the U.S. Department of Labor, 1976.

C. Ashmore, M. Catherine. "Entrepreneurship Education: Vital for Everyone." Business Education Forum, 37, No. 6 (1983), 25-27.

D. Carson, Clarence B. "Free Enterprise: The Key to Prosperity." The Freeman, 35, No. 10 (1985), 584-599.

E. Clodfelter, Richard. "Potential Entrepreneurs Begin in High School." Business Education Forum, 40, No. 1 (1985), 26-27.

F. Clow, John E. "Economic Facts of Life Needed by Entrepreneurs." Business Education Forum, 38, No. 6 (1984), 9-13.

G. Cooper, Arnold C. "Entrepreneurship: Starting a New Business." National Federation of Independent Business Research & Education Foundation (1983), 150 West 20th Avenue, San Mateo, CA 94403.

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J. Ely, Vivian King. "Entrepreneurship Education: A Shining Opportunity for Collaboration." The Balance Sheet, 66, No. 2 (1984), 15-18.

K. Haywood, Dale M. "Which Will It Be...33 or 535 + ?" The Association of Private Enterprise Education Newsletter, Fall 1983, pp. 8-11.

L. Johnson, Wilson S. "Ushering in a New Generation of Entrepreneurs." The Balance Sheet, 65, No. 5 (1984), 7-8.

M. Klawrens, Mary K. "Planning a Career in Marketing and Distribution." Business Education Forum, 36, No. 6 (1982), 20-23.

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O. Mongo, Celestine. "Planning a Career in Management." Business Education Forum, 36, No. 7 (1982), 27-29.

P. Smith, Gary R. "The Importance of Free Enterprise Education." Revitalization of Basic Business Education at All Instructional Levels, NBEA Yearbook, 20 (1982), 50-61.

Q. Stoddard, Lucille and Douglas Warner. "Planning a Career in the Administrative Support Area." Business Education Forum, 36, No. 5 (1982), 20-22.

R. Weaver, David H. and Edward B. Brower. "Planning an Accounting Career." Business Education Forum, 36, No. 8 (1982), 18-20.

S. Witherow, Mary. "A Menu for the Free Enterprise System." The Balance Sheet, 64, No. 1 (1982), 35-37.

IV. Audio-visual materials:

A. "Economics for Young Americans"

Phase I - Covers topics of profits; productivity; monetary policy; and natural resource conservation

Phase II - Covers topics of competition; pricing; savings; and employee paychecks

Phase III - Covers investments; world trade; preparing for the job market; comparative economic system

This kit contains four different filmstrips, audiocassettes, scripts, teaching guides, and student activity masters.

For information write:

Mr. Robert H. Moxley
Project Director
Chamber of Commerce of the U.S.
1615 H Street, NW
Washington, D.C. 20062

B. "Libra" (39 minutes)

There is no limit to what can be accomplished by individuals who are free to dream, to create, and to produce. It is Earth--the year 2003--government owns or controls most energy production, and the International Planning Commission dictates policy. For a few, energy costs are reasonable. These are the customers of Libra, a privately-owned space habitat whose primary industry is the development and delivery of cheap, safe, solar energy to earth. Competition is fierce, and the energy monopolies of Earth do not appreciate this challenge from space. The International Planning Commission is about to take action. (Who will own and control this power?)

Poster and study guide, The Freepress of Libra, included.

This film/videocassette is available for rent or purchase:

World Research Incorporated
11722 Sorrento Valley Road
San Diego, CA 92121

C. "The American Workplace" - Associated Press Special Report

What was the original concept of the Puritan work ethic? How do working people relate to that concept? Job styles are changing under the weight of a better educated, more affluent work force. This special report examines innovative work programs, flexible job scheduling, midcareer sabbaticals, dual-career families, working women, more self-assured workers, and the quality of work life.

The set consists of two color filmstrips, two cassettes, and program guide.

For information write:

Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

D. "Free Enterprise" - Associated Press Special Report

This two-part program presents a probing examination of the American marketplace and the free economy first described by Adam Smith 200 years ago. Also includes a discussion of profit motive as the cornerstone of our free enterprise system, defects in capitalism (American-style), and repercussions of inequitable distribution of wealth.

Interviews with Senator Barry Goldwater and others assess the extent of socialism in the U.S. today and propose some modifications to enhance true competition and reward individual initiative.

This set includes two color filmstrips, two cassettes, and program guide.

Ordering information can be obtained by contacting:

Prentice-Hall Media
ServCode DX
150 White Plains Road
Tarrytown, NY 10591

E. "Introduction to the World of Work"

Outlines the reasons for working, steps in choosing a career, and the results of making no choice.

This filmstrip (Item #67423) is available from:

Bennett & McKnight
A Division of Glencoe Publishing Company
809 W. Detweiller Drive
Peoria, IL 61615
For toll free product information call: 1-800-447-0682

V. Computer-assisted materials:

A. "Careers of the Future"

Imagine it is the year 2030. Genetic maps of all humans are fed into the National Computer Banks. Head bad guy steals the computer tapes and races off to the future with your students in hot pursuit. The only problem is that they can't unlock the time traveler. It is your students' destiny to go to five future worlds to find the code words to unlock the time traveler and to return the bad guy to be punished. This futuristic format introduces high demand careers that will emerge within the next 50 years. It uses multiple formats and three-dimensional animation.

The software package includes one disk and manual (CDCF) for Apple II or IIe, 48K.

Ordering information is available from:

Career Aids, Inc.
20417 Nordhoff St., Dept. U56
Chatsworth, CA 91311
(818) 341-8200

Catalogs of microcomputer software are available.

B. "Life and Career Planning: The Future is Yours"

Students learn the importance of deciding what type of lifestyle to strive for and how their career goals affect the way they live. This program focuses on the difference between skilled and unskilled jobs and the prerequisites of each. Students are then able to decide on career choices which will enable them to maintain their chosen way of life. Students are encouraged to assess their current skills and abilities to obtain desired results.

The software package includes one disk and two copies of "Planning Your Future: What about Tomorrow" for Apple II or IIe, 48K (ES601). Also available for TRS-80 Model III or IV, 32K (ES621).

For more information write or call:

Career Aids, Inc.
20417 Nordhoff St., Dept. U56
Chatsworth, CA 91311
(818) 341-8200

Catalogs of microcomputer software are available.

THE IMPORTANCE OF CHOOSING A CAREER
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. **Career** - A chosen life work which may progress to different levels of attainment

B. **Communism** - An economic system in which government owns most of the economic resources and has tight control over the production of goods and services

C. **Competition** - The contest among businesses to sell their goods and services to buyers

D. **Entrepreneur** - A person who takes the risk of starting production or founding a company by investing time, money, and talent

E. **Forecast** - To make a prediction about a future event

F. **Free enterprise** - An economic system in which most economic resources are privately owned and decisions about production are largely made by free exchange in the marketplace (Same as capitalism or private enterprise)

G. **Freedom of choice** - The right to make one's own decisions in career choices, buying and selling

H. **Private property** - The right to own, use, or dispose of things of value

I. **Profit** - Money left from sales after subtracting the cost of operating the business

J. **Profit motivation** - The desire to work for an economic increase

K. **Socialism** - An economic system in which government owns and operates a number of industries and provides for some degree of private property and free enterprise

L. **Socioeconomic environment** - The material wealth and community influence on the way people react or perceive situations

II. Impact of socioeconomic environment

A. **Free enterprise system** - economic system in which a firm or individual is able to function competitively without excessive government restrictions

1. **Private property** - all property which is not owned by the government

2. **Profit motivation** - expectation that a profit can be earned from an economic activity

3. **Competition** - situation in which several businesses offer similar goods or services to the consumer, thus allowing the consumer to choose on the basis of comparisons of price, quality, appearance, usefulness, and appeal

4. **Freedom of choice** - individuals have the right to make choices of career, production, purchasing, exchanging, and selling; few government restrictions in these choices

5. Comparison with Socialism and Communism

   a. **Free enterprise or capitalism** - an economic system under which the means of production are owned and controlled by the private (nongovernment) parts of the population with a minimum of government involvement; based on freedoms of ownership, production, exchange, purchasing, work, movement, and competition

   b. **Socialism** - an economic system in which all or most of the means of production is controlled or owned by the government, and planning is centralized

   c. **Communism** - an economic system in which the means of production and goods are collectively owned by the people and distribution of income is centrally determined

B. Work ethic - the belief that work is good and necessary in and of itself

1. **Colonial period** - early immigrants to the North American continent faced the problem of surviving in an unfamiliar, undeveloped land; had to work to survive

2. **Westward expansion** - moving west across the undeveloped continent to make a better life and making the required sacrifices

3. **Role models** - people who are examples of particular characteristics or vocations; persons who are work oriented

4. **"Day's work for a day's pay"** - belief that persons should give a full quota of work or production for a day's pay; no laziness is permitted

III. Spectrum of business occupations

A. Accounting is a system of principles and techniques to permit recording classifying, and accumulating data on business transactions (or events) in dollar amounts. It provides ways to present and interpret this

information so that past performance, present condition, and future planning can be evaluated.

B. Management is the process of coordinating resources (people, money, equipment, land, materials) to meet an objective or goal. Managers are concerned with planning, organizing, directing, and controlling to see that work gets done as planned.

C. Marketing is moving goods (products) and services from the producer to the ultimate consumer. It involves buying, selling, storing, transporting, financing, and risk-bearing activities.

D. Computer careers are among the newest careers. Opportunities for business students range from operators who enter data, to systems analysts who are designers of computer systems and problem solvers, to programmers who write step by step instructions for the computer, to data processing managers.

E. Economics profession results from an increasing awareness by government and business that applied economics can provide assistance in solving problems and in formulating policies. Economists can analyze and interpret governmental spending and taxing policies. They predict how those policies will affect purchasing power, price levels, employment levels, competitive forces, and other economic factors. The predictions are based on the economic principles that resources are limited, but wants and desires are unlimited.

F. Financial careers use skills from accounting, management and marketing fields. They help individuals or businesses utilize their financial resources--income, savings, investments, borrowings--to achieve their personal or corporate needs and goals.

G. Administrative support personnel assist managers or administrators and handle duties under their direction. All kinds of communication remain the major part of the administrative support function. Clerical jobs ranging from file clerk to administrative assistant are designated as administrative support personnel.

H. Entrepreneurial is the "American dream" career. The entrepreneur is one who is instinctively motivated to build a business to satisfy an achievement need, an independence need, and a willingness to seek success and its rewards while risking business failure. The four basic ways of involvement include:

1. Starting a new business
2. Buying an existing small business
3. Becoming a franchisee
4. Inheriting a small business

IV. Trends in business and office employment

A. Local

1. Inquire at local Job Service

2. Inquire at local Chamber of Commerce

3. Maintain and update a clipping file from local newspaper

B. Regional

1. Inquire at area Job Services

2. Inquire at area Chambers of Commerce

3. For Missouri statistics contact:

Missouri Department of Labor and Industrial Relations
Division of Employment Security
P.O. Box 59
Jefferson City, MO 65104

C. National (job forecasts through 1995)

1. Growth much faster than average (increase 50 percent or more)

a. **Computer programmers** - write programs for the computer. The programs list the steps the machine must follow to organize data, solve a problem, or perform some other task. Employment in 1982 was 266,000.

b. **Computer operating personnel (includes word processors)** - monitor and control the computer; set up the equipment for each job following the special instructions that the programmer wrote. Employment in 1982 was 580,000.

c. **Computer systems analysts** - plan and develop methods for computerizing business and scientific tasks or improving computer systems already in use. Employment in 1982 was 254,000.

d. **Credit clerks (banking and insurance)** - process applications of individuals applying for loans and credit. Typical duties include interviewing applicants, contacting references, verifying credit limit, and notifying customer of acceptance or rejection for credit. Employment in 1982 was 50,000.

2. Growth faster than average (increase 30 to 49 percent)

a. **Accountants and auditors** - prepare, analyze, and verify financial reports that furnish this kind of information. Employment in 1982 was 856,000.

b. **Actuaries** - design insurance and pension plans and keep informed on their operation to make sure that they are maintained on a sound financial basis. Employment in 1982 was 8,000.

c. **Bank officers and managers** - make decisions within a framework of policy set by the bank's board of directors and existing laws and regulations. Employment in 1982 was 424,000.

d. **Cashiers** - receive money, make change, fill out charge forms, and give receipts. Employment in 1982 was 1,570,000.

e. **Security sales workers (brokers)** - assist customers with buying or selling stocks, bonds, shares in mutual funds, or other financial products. Employment in 1982 was 78,000.

f. **Receptionists** - greet customers and other visitors and determine their needs; refer callers to person who can help them; may type, file, or operate a switchboard; open and sort mail; collect and distribute messages. Employment in 1982 was 594,000.

g. **Tax preparers** - prepare income tax return forms for individuals and businesses; review financial records; interview clients; consult tax law for classification. Employment in 1982 was 32,000.

h. **Store managers** - manage retail stores performing the following duties personally or through subordinates: hire, train, and discharge employees; plan work schedules and supervise workers; prepare purchase orders; formulate price policies. Employment in 1982 was 971,000.

i. **Sales managers (retail trade)** - formulate merchandising activities in a retail establishment; determine markup and markdown percentages necessary to insure profit; determine amount of merchandise to be stocked; direct buyers in purchase of merchandise for resale. Employment in 1982 was 271,000.

j. **Clerical supervisors (office or plant)** - supervise and coordinate activities of workers engaged chiefly in one type of clerical function such as typing, filing, bookkeeping or tabulating data. May assume responsibility for completion of work assignments. Employment in 1982 was 467,000.

k. **General office clerks** - duties vary, though frequently include a combination of bookkeeping, typing, stenography, and office machine operation. Employment in 1982 was 2,348,000.

l. **Payroll and timekeeping clerks** - compute wages and keep records; operate posting machine. Employment in 1982 was 202,000.

3. Growth about as fast as average (Increase 20 to 29 percent)

a. **Economists** - study the way society uses scarce resources and analyze the results to determine the costs and benefits of making, distributing, and using resources in a particular way. Employment in 1982 was 30,000.

b. **Buyers (retail and wholesale trade)** - purchase, for resale purposes, the most suitable merchandise seeking the lowest possible prices; facilitate the movement of goods from the manufacturer to the consumer. Employment in 1982 was 256,000.

c. **Personnel specialists** - interview, select, and recommend applicants for job openings; handle wage and salary administration; coordinate/perform training and career development for employees and employee benefits; keep informed on regulations for equal employment opportunities.

d. **Labor relations specialists (union/management relations)** - help company officials prepare for collective bargaining sessions; participate in contract negotiations; handle labor relations matters as they occur. Employment in 1982 for personnel specialist and labor relations specialist was 203,000.

e. **Purchasing agents** - obtain goods, materials, supplies, and services of suitable quality, proper quantity, acceptable price, and at the time needed for use by the organization. Employment in 1982 was 191,000.

f. **Insurance agents and brokers** - help individuals or companies select the policy for their needs. Employment in 1982 was 361,000.

g. **Retail trade sales workers** - sell goods or services; prepare sales checks; receive cash payments; give change and receipts; handle returns and exchanges of merchandise; other related duties. Employment in 1982 was 3,367,000.

h. **Bank tellers** - cash checks, process deposits or withdrawals from checking and savings accounts. Employment in 1982 was 539,000.

i. **Secretaries and stenographers** - perform a variety of administrative and clerical duties so their employers can work on other matters; schedule appointments; give information to callers; organize and maintain files; fill out forms; take and transcribe dictation. Employment in 1982 was 2,441,000.

4. Growing more slowly than average (increase six to nine percent)

   a. **Bookkeepers and accounting clerks** - maintain records in journals, ledgers or computer; prepare financial statements. Employment in 1982 was 1,713,000.

   b. **Shipping and receiving clerks** - keep track of goods transferred between businesses and their customers and suppliers. Employment in 1982 was 365,000.

   c. **Typists** - make neat, typed copies of handwritten, printed, and recorded words; answer telephones; file; operate copiers and other office machines. Employment in 1982 was 990,000.

5. Decline in occupation (decrease of six percent or more)

   Computer data entry operators - enter information into computer system through tapes, disks, keypunch. Improvements in data processing technology will reduce demand for data entry operators. The primary reason for the decline is the increased use of direct data entry by on-site computer terminals, optical scanners, and other devices. Each year many openings will occur to replace workers who change to other occupations, retire, or die. Employment in 1982 was 320,000.

V. Implications of selecting an occupation

A. Reasons people work

1. Income and benefits

2. Income stability

3. Relationships with other people

4. Personal satisfaction

5. Prestige (high standing in the eyes of others)

B. Importance of personal and occupational goals as related to educational goals (interrelationships)

1. Occupational (career) goals

   a. Costs in time and money

   b. Availability of job openings

   c. Range of income

   d. Opportunities for advancement

e. Advantages of career

f. Disadvantages of career

2. Level of education ordinarily required for persons in career field

a. High school

b. Vocational school

c. Two-year college degree or certificate

d. Four-year college degree

e. More than four years of college

3. Personal life cycle plan

a. Education

b. Career plan

c. Family responsibilities

d. Housing goals

e. Transportation goals

f. Leisure time

g. Retirement

4. Career, education, and personal goals

a. One-year plan

b. Five-year plan

c. Ten-year plan

d. Twenty-year plan

e. Forty-year plan

C. Implications of selecting an occupation

1. Life style

a. Neighborhood

b. Car

c. Clothes

d. Leisure time

e. Vacations

f. Friends

g. Community activities

2. Self-worth and accomplishments

3. Prestige

4. Security

D. Awareness of probability of changing careers several times throughout lifetime

1. External factors

a. Technological improvements

b. Consumer demand

c. Industry changes

2. Personal factors

a. Dissatisfaction with job

b. Dissatisfaction with field

c. Financial considerations

d. Family responsibilities

3. Positive considerations

a. Basic skills which transfer to other careers, such as problem-solving, analytical, artistic, or social abilities

b. Training available in colleges and vocational schools to assist transition into a new career

c. Network of contacts in present career to assist transition into a new career

Comparison of Economic Systems

	Free Enterprise (Capitalism)	Socialism	Communism
	United States	Great Britain	U. S. S. R.
Ownership:	Mostly private	Considerable government	Government with few exceptions
Government Role:	Limited	Publicly owned industries	Extremely active
	Establishes rules	Taxing and spending policies	All economic decisions
Incentives:	Economic profits	Achieve social goals	Reject incentives Develop whole economy

THE IMPORTANCE OF CHOOSING A CAREER
UNIT I

ASSIGNMENT SHEET 1--CALCULATE NUMBER OF JOB OPENINGS FORECAST NATIONALLY THROUGH 1995

Directions: Using (1) the percentage of estimated changes in number of jobs and (2) the employment figures from the OCCUPATIONAL OUTLOOK HANDBOOK, U.S. Department of Labor, Bureau of Labor Statistics, 1984-1985 edition, calculate the range of increase or decrease for a particular job. Choose the appropriate column (increase column or decrease column) to write the range of job changes forecast through 1995.

	Range of INCREASE	Range of DECREASE
1. Growth much faster than average (increase of 50 percent or more) EXAMPLE:		
a. Computer programmers 1982 jobs 266,000 50 percent or more .5 133,000	133,000 or more	
b. Computer operating personnel		
c. Computer systems analysts		
d. Credit clerks (banking and insurance)		
2. Growth faster than average (increase of 30 to 49 percent) EXAMPLE:		
a. Accountants and auditors 1982 jobs 856,000 856,000 .3 .49 256,800 419,440	256,800 to 419,440	
b. Actuaries		
c. Bank officers and managers		
d. Cashiers		
e. Security sales workers (brokers)		
f. Receptionists		
g. Tax preparers		
h. Store managers		
i. Sales managers (retail trade)		
j. Clerical supervisors (office or plant)		
k. General office clerks		
l. Payroll and timekeeping clerks		

	Range of INCREASE	Range of DECREASE
3. Growth about as fast as average (increase of 20 to 30 percent)		
a. Economists	_____	_____
b. Buyers (retail and wholesale trade)	_____	_____
c. Personnel specialists and labor relations specialists	_____	_____
d. Purchasing agents	_____	_____
e. Insurance agents and brokers	_____	_____
f. Retail trade sales workers	_____	_____
g. Bank tellers	_____	_____
h. Secretaries and stenographers	_____	_____
4. Growing more slowly than average (increase of six to nine percent)		
a. Bookkeepers and accounting clerks	_____	_____
b. Shipping and receiving clerks	_____	_____
c. Typists	_____	_____
5. Decline in occupation (decrease of six percent or more)		
a. Computer data entry operators	_____	_____

ASSIGNMENT SHEET 2--PROJECTED NUMBER OF JOB OPENINGS (NATIONALLY)

Directions: Using the smaller number in the ranges of increase or decrease calculated in Assignment Sheet 1, list the jobs under the appropriate category below. (Be sure to include the examples in Assignment Sheet 1.) List the name of the job and the number of openings.

1. More than 450,000 *projected* job openings:

   EXAMPLE:
   a. General office clerks — 704,400 openings

   b. _____ _____ openings
   c. _____ _____ openings
   d. _____ _____ openings

2. Between 100,000 and 449,999 *projected* job openings:

   a. _____ _____ openings
   b. _____ _____ openings
   c. _____ _____ openings
   d. _____ _____ openings
   e. _____ _____ openings
   f. _____ _____ openings
   g. _____ _____ openings
   h. _____ _____ openings
   i. _____ _____ openings
   j. _____ _____ openings

3. Between 20,000 and 99,999 *projected* job openings:

   a. _____ _____ openings
   b. _____ _____ openings
   c. _____ _____ openings
   d. _____ _____ openings
   e. _____ _____ openings
   f. _____ _____ openings
   g. _____ _____ openings
   h. _____ _____ openings
   i. _____ _____ openings
   j. _____ _____ openings

4. Less than 20,000 *projected* job openings:

   a. _____ _____ openings

   b. _____ _____ openings

   c. _____ _____ openings

5. *Decrease* in *projected* number of jobs:

   a. _____ _____ decrease in jobs

THE IMPORTANCE OF CHOOSING A CAREER
UNIT I
KEY TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1--CALCULATE NUMBER OF JOB OPENINGS FORECAST NATIONALLY THROUGH 1995

	Range of INCREASE	Range of DECREASE
1. Growth much faster than average (increase of 50 percent or more) EXAMPLE:		
a. Computer programmers	133,000 or more	_____
b. Computer operating personnel	290,000 or more	_____
c. Computer systems analysts	127,000 or more	_____
d. Credit clerks (banking and insurance)	25,000 or more	_____
2. Growth faster than average (increase of 30 to 49 percent) EXAMPLE:		
a. Accountants and auditors	256,800 to 419,440	_____
b. Actuaries	2,400 to 3,920	_____
c. Bank officers and managers	127,200 to 207,760	_____
d. Cashiers	471,000 to 769,300	_____
e. Security sales workers (brokers)	23,400 to 38,220	_____
f. Receptionists	178,200 to 291,060	_____
g. Tax preparers	9,600 to 15,680	_____
h. Store managers	291,300 to 475,790	_____
i. Sales managers (retail trade)	81,300 to 132,790	_____
j. Clerical supervisors (office or plant)	140,100 to 228,830	_____
k. General office clerks	704,400 to 1,150,520	_____
l. Payroll and timekeeping clerks	60,600 to 98,980	_____
3. Growth about as fast as average (increase of 20 to 30 percent)		
a. Economists	6,000 to 8,700	_____
b. Buyers (retail and wholesale trade)	51,200 to 74,240	_____
c. Personnel specialists and labor relations specialists	40,600 to 58,870	_____
d. Purchasing agents	38,200 to 55,390	_____
e. Insurance agents and brokers	72,200 to 104,690	_____
f. Retail trade sales workers	673,400 to 976,430	_____

	Range of INCREASE	Range of DECREASE
g. Bank tellers	107,800 to 156,310	_____
h. Secretaries and stenographers	488,200 to 707,890	_____
4. Growing more slowly than average (increase of six to nine percent)		
a. Bookkeepers and accounting clerks	102,780 to 154,170	_____
b. Shipping and receiving clerks	21,900 to 32,850	_____
c. Typists	59,400 to 89,100	_____
5. Decline in occupation (decrease of six percent or more)		
a. Computer data entry operators	_____	19,200 or more

ASSIGNMENT SHEET 2--PROJECTED NUMBER OF JOB OPENINGS (NATIONALLY)

1. More than 450,000 *projected* job openings:

   EXAMPLE:

a. General office clerks	704,400 openings
b. Retail trade sales workers	673,400 openings
c. Secretaries and stenographers	488,200 openings
d. Cashiers	471,000 openings

2. Between 100,000 and 449,000 *projected* job openings:

a. Store managers	291,300 openings
b. Computer operating personnel	290,000 openings
c. Accountants and auditors	256,800 openings
d. Receptionists	178,200 openings
e. Clerical supervisors, office or plant	140,100 openings
f. Computer programmers	133,000 openings
g. Bank officers and managers	127,200 openings
h. Computer systems analysts	127,000 openings
i. Bank tellers	107,800 openings
j. Bookkeepers and accounting clerks	102,780 openings

3. Between 20,000 and 99,999 *projected* job openings:

a. Sales managers, retail trade	81,300 openings
b. Insurance agents and brokers	72,200 openings
c. Payroll and timekeeping clerks	60,600 openings
d. Typists	59,400 openings
e. Buyers, retail and wholesale trade	51,200 openings
f. Personnel/labor relations specialists	40,600 openings
g. Purchasing agents	38,200 openings
h. Credit clerks, banking and insurance	25,000 openings
i. Security sales workers	23,400 openings
j. Shipping and receiving clerks	21,900 openings

4. Less than 20,000 *projected* job openings:

a. Tax preparers	9,600 openings
b. Economists	6,000 openings
c. Actuaries	2,400 openings

5. *Decrease* in *projected* number of jobs:

a. Computer data entry operators	19,200 or more decrease in jobs

THE IMPORTANCE OF CHOOSING A CAREER
UNIT I

Name _____

TEST

1. Complete the statements by writing the appropriate word or words in the blank.

   a. The material wealth and community influence on the way people react or perceive situations is the _____ _____.

   b. The right to own, use, or dispose of things of value is the right of _____ _____

   c. The desire to work for an economic increase is the _____ _____.

   d. _____ _____ is an economic system in which most economic resources are privately owned and production decisions are mostly made by free exchange in the marketplace.

   e. The contest among businesses to sell their goods and services to buyers is _____.

   f. The right to make one's own decisions in career choices, buying, and selling is the right of _____ _____ _____.

   g. A person who takes the risk of starting production or founding a company by investing time, money, and talent is (a/an) _____.

   h. The American tradition of giving a "day's work for a day's pay" is the _____ _____.

2. Match the career descriptions with the corresponding career group from the list at the right.

_____	a.	A system of principles and techniques to permit recording, classifying, and accumulating data on business transactions	1. Accounting
_____	b.	The "American dream" career	2. Administrative support personnel
_____	c.	The process of coordinating resources to meet an object or goal.	3. Computer careers
_____	d.	Moving goods and services from the producer to the ultimate consumer	4. Economic profession
			5. Entrepreneurial
			6. Financial careers
			7. Management
			8. Marketing

_____ e. Help individuals or businesses utilize their financial resources to achieve their personal or corporate needs and goals

3. Circle the letters which represent the careers in which the national demand is forecast to increase 50 percent or more through 1995.

   a. Accountant
   b. Bank officer
   c. Cashier
   d. Computer operating personnel
   e. Computer programmer
   f. Computer systems analyst
   g. Economist
   h. Labor relations specialist
   i. Purchasing agent
   j. Secretaries and stenographer
   k. Tax preparer
   l. Typist

4. Circle the letters which represent the four careers which have been projected to have more than 450,000 openings through 1995.

   a. Cashiers
   b. Buyers, retail and wholesale trade
   c. General office clerks
   d. Retail trade sales workers
   e. Secretaries and stenographers

5. Circle the letter which represents the job category which is projected to decline in numbers through 1995.

   a. Computer analyst
   b. Computer data entry operator
   c. Economist
   d. Tax preparer

6. List four of the five reasons people work.

   a.

   b.

   c.

   d.

7. State three examples of interrelated goals of personal, occupational, and educational importance.

   a.

   b.

   c.

8. List five of the seven reasons persons change careers.

a.

b.

c.

d.

e.

THE IMPORTANCE OF CHOOSING A CAREER
UNIT I

TEST KEY

1. a. Socioeconomic environment
   b. Private property
   c. Profit motivation
   d. Free enterprise
   e. Competition
   f. Freedom of choice
   g. Entrepreneur
   h. Work ethic

2. a. 1
   b. 5
   c. 7
   d. 8
   e. 6

3. d
   e
   f

4. a
   c
   d
   e

5. b

6. Any four of the following:

   1. Income and benefits
   2. Income stability
   3. Relationships with other people
   4. Personal satisfaction
   5. Prestige

7. Criteria to be determined by instructor but should be based on outline section V. B. 1-4.

8. Any five of the following:

   a. Technological improvements
   b. Consumer demand
   c. Industry changes
   d. Dissatisfaction with job
   e. Dissatisfaction with field
   f. Financial considerations
   g. Family responsibilities

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student will select appropriate personal qualities for the world of work and complete a sample assignment sheet pertaining to initiating employment.

SPECIFIC OBJECTIVES

After completion of this unit the student will:

1. Supply the correct terminology in seven incomplete sentences relating to the personal qualities needed for the world of work with 85 percent accuracy within five minutes.

2. Match seven definitions concerning personal attitudes with the correct terminology with 85 percent accuracy within five minutes.

3. List two ways careers are affected by personal health with 100 percent accuracy within two minutes.

4. Name the four major components of personal appearance with 75 percent accuracy within four minutes.

5. Select the correct answer for three questions concerning adaptability in the workplace with 100 percent accuracy within three minutes.

6. Match four statements concerning interpersonal relationships with the correct terminology with 75 percent accuracy within three minutes.

7. Supply the correct terminology in three incomplete statements relating to desired personal attributes needed in the world of work with 100 percent accuracy within three minutes.

8. Complete forty-four questions on a sample employment test with 90 percent accuracy within five minutes.

Note: The first seven objectives can be evaluated on the final unit test.

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

SUGGESTED ACTIVITIES

I. Order selected audio-visuals or computer materials.

II. Prepare a bulletin board.

(NOTE: A suggested theme is to show the spectrum of appropriate attire for both men and women.)

III. Provide students with objective sheet.

IV. Provide students with information and assignment sheets.

V. Prepare transparency.

VI. Discuss the on-going career information folder assignment. Consider the sources of information and encourage the students in their career awareness.

VII. After the students have completed Assignment Sheet 2, form groups of three or four students and have them discuss the attitudes that are desirable/undesirable for a worker. Each group could develop a short role playing situation illustrating correct attitudes or the opposite (offensive) attitudes. Students could first role-play an offensive attitude and then an improved attitude that would be more appropriate.

VIII. After the students have completed and scored Assignment Sheet 3, discuss good health practices.

IX. After the students have completed Assignment Sheet 4, discuss the findings of their observations. A second similar assignment could be done at this time or later in the semester.

X. After the students have completed Assignment Sheet 5, discuss the various outcomes of the actions and the alternative actions.

XI. Allow the students two minutes to work on Assignment Sheet 7. The test may be repeated.

XII. Allow the students five minutes to complete Assignment Sheet 8 with 90 percent accuracy. Repeat the test at convenient time periods until the students achieve the required accuracy.

XIII. Printed interest inventory, personality, and aptitude tests could be purchased and administered. The results should be carefully interpreted for each student. Be sure the students understand the significance of all tests utilized.

XIV. Contact local employment offices and private employment agencies for assistance in locating sample tests.

XV. Give test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Information sheets

C. Transparency master: TM 1-Steps in Problem Solving

D. Assignment sheets

1. AS 1-My Personal Newspaper
2. AS 2-Personal Attitudes and Qualities Profile
3. AS 3-Healthstyle - A Self-Test
4. AS 4-Personal Appearance of Workers
5. AS 5-Attitudes for Job Situations
6. AS 6-Personality Profile
7. AS 7-Comparisons of Numbers, Names, and Combinations
8. AS 8-Sample Arithmetic Test

E. Key to assignment sheets

F. Test

G. Test key

II. References:

A. Calhoun, Calfrey C. and Alton V. Finch. "Tools to Teach Your Students about Careers." Business Education Forum, 38, No. 8 (1984), 8-16.

B. Daggett, Willard R. The Dynamics of Work, Cincinnati: South-Western Publishing Company, 1984.

C. Forkner, Patricia A. "The Job Hunt: Appropriate Unit for Basic Business Class." Business Education Forum, 35, No. 7 (1981), 11-12; 14.

D. "Here Comes the Groom." Career World, 14, No. 3 (1985), 18.

E. Levitt, Julie Griffin. Your Career - How to Make it Happen. Cincinnati: South-Western Publishing Company, 1985.

F. Popyk, Marilyn K. Word Processing and Information Systems: A Practical Approach to Concepts. New York: McGraw-Hill, Inc., 1983.

G. Schocket, Sandra, "The Classroom Teacher as a Career Counselor." The Balance Sheet, 64, No. 3 (1983), 175-179.

H. Wakin, B. Bertha. "Survival Skills for the Beginning Worker." Business Education Forum, 38, No. 4 (1984), 10-13.

I. White, Anne. "Footloose - Be Willing to Move Where the Jobs Are." Career World, 14, No. 3 (1985), 28-29.

III. Additional references:

A. Golden, Nancy J. Dress Right for Business. New York: Gregg/McGraw-Hill, 1986.

B. Jackson, Carole. Color for Men. New York: Ballantine Books, 1984.

C. Molloy, John T. Dress for Success. New York: Warner Books Inc., 1976.

D. Molloy, John T. The Woman's Dress for Success Book. New York: Warner Books Inc., 1978.

E. Russon, Allien R. and Harold R. Wallace. Personality Development for Work. Cincinnati: South-Western Publishing Co., 1981.

F. Sink, Clay V. "Promoting Business Education Through Career Education." Business Education Forum, 37, No. 8 (1983), 32-35.

G. Vaughn, Valorie. "Clothes That Work to Your Advantage." Tomorrow's Business Leader, 15, No. 4 (1984), 7-8.

VI. Audio-visual materials:

A. "Work-Don't Let Your Attitude Intrude"--A Series

Shows young people how to seek employment; uses group discussions to determine correct and incorrect employment techniques; includes a musical, skits, and documentary on what is involved in starting a job search program.

Titles in the series:

1. "Work-Don't Let Your Attitude Intrude (Skits)"

Shows young people how to seek employment. Uses group discussions to determine the correct and incorrect employment techniques. 21 minutes; 3/4 inch color videocassette, 1979. Title No. AO4869/RH.

2. "Work-Don't Let Your Attitude Intrude (Documentary)"

Explains what is involved in putting together a program for young people which includes how to seek employment and correct and incorrect employment techniques. 18 minutes; 3/4 inch color videocassette, 1979. Title No. AO4868/RH.

3. "Work-Don't Let Your Attitude Intrude (Musical)"

An innovative method of showing young people how to seek employment. 40 minutes; 3/4 inch color videocassette, 1979. Title No. A04867/RH.

This series is produced and sponsored by the United States Department of Labor.

Available from:

National Audiovisual Center
General Services Administration
Information Services Section
Washington, DC 20409
(301) 763-1896

B. "The Better Part of Your Life"

Provides a unique opportunity to explore some of the vital steps in career goal identification and how to prepare for that goal. It raises such questions as "How do high school students find jobs that turn them on?" "Is college considered a guarantee for job fulfillment?" "How do students discover their best aptitudes?" This film teaches students how to recognize their true vocational interests and establish career goals. 17 minutes, color, 16mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718) 331-1045

C. "It's a Matter of Pride"

Vignettes of several typical job situations are humorously portrayed to reveal the rewards of having pride in our work and how the lack of it harms us and others. These situations encourage pride in work identifying human needs that work-pride fulfills, and the negative effects of carelessness, boredom, and selfishness. 17 minutes, color, 16mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718) 331-1045

D. "What Do We Look Like to Others?"

In this film the viewer is constantly reminded that he/she is seen before he/she is heard. Seven different office situations demonstrate the importance of maintaining appropriate personal appearance, attitudes, conduct and the impact of personal habits. The theme running throughout the seven sequences is, "Take a look in the mirror--would you hire you?" 11 minutes, color, 16mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718) 331-1045

E. "Work for You"

Twenty-two thousand different kinds of jobs to choose from in the world of work! Where do you begin? Do you have to do something you really don't enjoy for the next twenty, thirty, or forty years? Viewers zero in on the career they are prepared for and want. 18 minutes, color, 16mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718)331-1045

F. "As Others See Us: A Look at Interpersonal Relationships"

When people see themselves as others see them, they function better with those around them. Sometimes, however, our self-image differs from the image others have of us, causing conflicts which result in anxiety, confusion, defensiveness, and other inappropriate behaviors. This animated film illustrates some of the problems managers face as a result of these conflicts. It offers us an opportunity to examine our own interpersonal relationships and shows how a simple model, the Johari Window, can help us to understand and improve them. 10 minutes, 16mm, all size videotapes.

Also included is participant workbook, poster, and leader's guide.

Available from:

Salenger Films
1635 Twelfth Street
Santa Monica, CA 90404

H. "The Roger Berg Story: Values and Decisions"

This film explores the implications of conflict of interest. Through the dilemmas faced by the young executive, Roger Berg, it illustrates the role personal values play in the decision-making process. It also shows how values, in turn, influence the way we deal with the consequences of our decisions. This film helps increase awareness of the importance of values as major factors in decision-making. 15 minutes, 16mm, all size videotapes.

Also includes participant workbook, poster, and leader's guide.

Available from:

Salenger Films
1635 Twelfth Street
Santa Monica, CA 90404

I. "Decision Making"

The how and why of decision-making techniques are explored through typical on-the-job situations and informative discussions. Decision-making formula: determine that a problem exists, isolate it, analyze it, diagnose it, consider the human factors, determine alternatives, evaluate and act. 27 1/2 minutes; 16mm, color, (Dept. of HEW). Title No. F103.

Available from:

State Department of Vocational and Technical Education
Curriculum and Instructional Materials Center
Film Library
1515 West Sixth Avenue
Stillwater, OK 74074

J. "Good Grooming"

Explains why well-groomed people are more likely to get jobs, keep jobs, and earn promotions. Emphasis is placed on promoting those elements of grooming which contribute to a professional appearance: neatness, cleanliness, and appropriate dress. 27 1/2 minutes; 16mm, color, (Dept. of HEW). Title No. F130.

Available from:

State Department of Vocational and Technical Education
Curriculum and Instructional Materials Center
Film Library
1515 West Sixth Avenue
Stillwater, OK 74074

K. "Person-to-Person Relationships"

Explores skills and attitudes that aid people in getting along well with other people in one-on-one situations. It dramatizes the do's and don'ts of preventing misunderstandings and how to deal with conflict effectively, should it occur. 27 1/2 minutes; 16mm, color (Dept. of HEW).

Available from:

State Department of Vocational and Technical Education
Curriculum and Instructional Materials Center
Film Library
1515 West Sixth Avenue
Stillwater, OK 74074

V. Computer-assisted materials:

A. "Career Planning System" (CPS)

This highly structured, closely integrated, microcomputer instructional package provides a wide variety of career exploration and planning experiences. Development and field testing of the CPS was conducted by the National Center for Research in Vocational Education. The outcomes of the CPS revolve around the following career development objectives:

1. To learn about personal interests
2. To examine occupations to see how they relate to personal interests
3. To identify areas of study in which personal interests may be nurtured and in which related skills may be developed
4. To relate educational preparation to potential occupational choices

Data management is a unique feature of CPS. The data management system is contained in the second disk drive of the computer. Information related to student responses is stored on the student data disk.

The package is available in two formats: Format I for regular education, and Format II for special education. Each format package contains:

1. CPS core - 42 floppy disks which provide a comprehensive management system and an interactive instructional component
2. Student guides - provide reinforcement for learning; a permanent record of the student's experiences, and a means for the expansion and discussion of those experiences
3. Instructor guide

System requirements (Apple II version or Atari version)

1. Apple II+, IIe or IIc
2. Atari 800, 800XL or any other Atari-compatible machine with 48K
3. Atari Basic Language Cartridge
4. 2 disk drives
5. Color monitor
6. Joy stick (optional)
7. Printer (optional)

Available from:

The Conover Company Ltd.
P.O. Box 155
Omro, WI 54963
(414) 685-5707

B. "Managing for Success: Problem Solving, Stress, and Conflict"

Understanding the root of stress and conflict in career and personal situations provides the basis for this self-paced assessment. Students can develop their own personal stress profiles and identify stress factors in their lives as they learn not only how to cope with stress but how to initiate steps to reduce it. Through case studies, students learn how to handle conflict in management situations and how to develop creative solutions for conflict resolution.

Package includes one disk and reference manual.
5c-30270 IBM PC or PC jr.; 64K
5c-10270 Apple II, IIe, or IIc; 48K

Available from:

Micro Software Solutions
Division of Career Aids, Inc.
20417 Nordhoff St. - Dept. V7659
Chatsworth, CA 91311
(818) 341-8279

C. "MAPS: Methodical Aid to Problem Solving"

This program presents questions about personal motivation, knowledge/skills, and confidence to aid in solving a specific problem. The problem is entered in the form of a desired outcome.

In the personal motivation section, the student's level of motivation is explored. The student is asked to identify what goals or needs will be met if the desired outcome occurs; the importance of attaining these goals; and the amount of satisfaction received from achieving each goal.

In the knowledge/skills section, the student lists the steps needed to produce the desired outcome and chooses the one most likely to solve the problem. This step is then used to compare the effectiveness of the other steps listed in solving the problem.

The confidence section examines feelings of personal confidence for each step.

After completing one or more of the MAPS sections, the student may use the feedback section to receive a summary of that information. This program is constructed as an aid in the solution of a single problem.

The package includes one disk, IMP, Apple II and IIe, 48K.

Available from:

Careers Inc.
1211 10th St. SW
Box 135
Largo, FL 34294-0135
Toll free information: 1-800-922-7337

D. "The Values Auction"

This program assists users in identifying occupational areas which best fit their reward/motivation pattern. Encourages true reactions to values by bidding against the user in an auction for nine work values: helping other people, prestige, security, money, power and authority, independence, creative expression, variety, and home life. The computer's bids are random numbers and different each time the program is used. The results are then interpreted and related to the major work environments which use that value as a reward pattern.

The package includes one disk, CDV, TRS-80 Models III and IV, IBM-PC, Apple II and IIe; 48K.

Available from:

Careers Inc.
1211 10th St. SW
Box 135
Largo, FL 34294-0135
Toll free information: 1-800-922-7337

E. "Self-Exploration Series"

These computer interactive programs sustain interest and allow students to learn more about themselves.

1. Series No. 1 - Who am I?

   a. Money Values Inventory

   b. Parent Relationship Scale

   c. Self-Concept Inventory

   d. Stress Management

   e. Two duplicate disks, IAM, Apple II and IIe; 48K

2. Series No. 2 - Career Exploration

   a. Occupational Values Questionnaire

   b. Occupational Orientation Material

   c. Career Planning Questionnaire

   d. Internal - External Occupational Orientation

   e. Two duplicate disks, ICE, Apple II and IIe; 48K

Available from:

Careers Inc.
1211 10th St. SW
Box 135
Largo, FL 34294-0135
Toll free information: 1-800-922-7337

F. "Design Making and Problem Solving"

Following an introduction which features six key points related to decision making/problem solving, the user selects from seven strategies on the main menu: knowing your absolutes, brainstorming, evaluating choices, positive and negative forces, attribute awareness, yes and no decision making, and stimulating questions. This package contains two duplicate disks, IDM, Apple II and IIe; 48K.

Available from:

Careers Inc.
1211 10th St. SW
Box 135
Largo, FL 34294-0135
Toll free information: 1-800-992-7337

G. "Life and Career Planning: The future is yours"

The importance of choosing a desired life style and the need for making plans to achieve that life style is emphasized. For example, what type of job and skills are needed to financially support a particular life style? Uses one's current skills and potential to gain needed skills.

The package contains a single disk, booklet "Planning your Future," EALC, TRS-80 Models III and IV, IBM-PC, Apple II and IIe; 48K.

Available from:

Careers Inc.
1211 10th St. SW
Box 135
Largo, FL 34294-0135
Toll free information: 1-800-922-7337

H. "Value Search"

This highly interactive program helps students discover what they really want from a job. "Value Search" utilizes three different value clarification activities, each focused on the same twelve work values: money, variety, prestige, creativity, independence, leadership, stress, job challenge, work environment, job security, leisure time, and social service.

1. The Trip - students barter their least important value to get something they need for their trip

2. Work Satisfactions - statements related to specific work values are presented in random order for students to rate

3. Ideal Job - three "job descriptions" are presented and the student chooses which "job" he/she would prefer

The package includes master-disk, TCVM, Student disk TCVS, TRS-80 Models III and IV, Apple II and IIe; 48K.

Available from:

Careers Inc.
1211 10th St. SW
Box 135
Largo, FL 34294-0135
Toll free information: !-800-922-7337

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. **Abilities** - Skills, aptitudes, and other factors essential in job performance

B. **Aptitudes** - Inclinations and potential skills

C. **Attitude** - A feeling or emotion toward a person, idea, object, or group of persons

D. **Bias** - An attitude that may influence an individual's feeling or perception resulting in leaning toward or away from acceptance of a particular idea, person, or object

E. **Custom** - Long-established practice considered an unwritten law

F. **Goal** - An objective, or something specific to be achieved

G. **Mobility** - Willingness and ability to move where jobs are located

H. **Occupational Safety and Health Act (OSHA)** - Federal government law which establishes safety standards in the work place; OSHA inspectors visit work sites on a routine basis schedule or upon request of an employer, union, or employee

I. **Peers** - Those who are equal or who are at the same rank; workers at the same organizational level; brothers and sisters; classmates

J. **Role** - Behavior patterns expected from people who interact, as between peers or between employee and supervisor; each person has numerous roles

K. **Stress** - The consequences of an action or situation that places physical or psychological demands on a person

L. **Telecommuting** - working at home through the use of a computer terminal or word processor

M. **Values** - The things that are important and worthwhile to you in life

II. Knowing yourself

A. Attitude

1. **Cooperative** - willing and eager to work for group goals

2. **Tactful** - ability to speak or act effectively without being offensive even in difficult situations

3. **Initiative** - willingness to begin or follow through with a plan or task

4. **Courteous** - consideration of other people

5. **Enthusiastic** - a lively interest

6. **Integrity** - a code of honest behavior

7. **Patience** - understanding even in distressful situations

8. **Judgment** - the capacity to make reasonable decisions and evaluations

9. **Dependable** - consistently doing what is expected

10. **Adaptable** - ability and willingness to adjust to the situation

11. **Friendly** - pleasing actions toward others

12. **Responsive** - readily reacting to suggestions

13. **Responsible** - can be relied on to handle work assignments or situations

B. Personal health

1. Health affects a career

   a. Getting hired

   b. Maintaining employment - to keep a job, one must have a good attendance record

   c. Ability to handle stress

2. Company image

   a. Wellness programs - company gymnasiums and/or jogging tracks (including noon-time hallway jogging in inclement weather); programs for weight reduction, stress management, smoking cessation

   b. Safety programs - protective garments; safety posters in the work place; prominently posted statements of days or hours without accidents; Occupational Safety and Health Act (OSHA) Standards

3. Responsible health considerations

a. Proper nutrition

b. Establish and maintain exercise program

c. Appropriate relaxation and rest

d. Visit physician on a regular schedule for routine examinations

e. Practice good hygiene

f. Dress according to weather conditions

C. Personal appearance - first impression

1. Appropriate dress

a. Neat

b. Clean

c. Good taste and judgment

d. Appropriate according to policy of the workplace - may require suits or may be casual; observe your peers, inquire about guidelines; about 90 percent of office jobs have dress codes (either formal or informal)

2. Good grooming

a. Neat

b. Clean

c. Appropriate according to the policy of the workplace (may specify hair length, for example; about 60 percent of office jobs have grooming codes - either written or unwritten)

3. Body language

a. Stance - stands and sits tall or slouches

b. Movement - self-assured or indecisive

c. Gestures - to emphasize without distracting

4. Voice

a. Well modulated

b. Pleasant, friendly tone

c. Neither too loud or too soft

D. Quality of adaptability

1. Time

a. Regular daytime work hours - average 40 hours

b. Twenty-four hours divided into time shifts

c. Split shift - employee works at two different times within the same 24-hour period

d. Flextime (or flexitime) - allows worker to choose, within limits, his/her own hours with a common core of hours

e. Part-time - works fewer than the company's definition of full-time, usually less than 35-hours per week; usually few benefits would be given

f. Job sharing - an arrangement by which two people split the time, duties, and wages of a single job (considered part-time, usually few benefits)

g. Flexible - with telecommuting, may involve a core of hours when the main office is operating

h. Compressed work week - scheduling the normal 40 hours of weekly work in less than five days

i. Moonlighting - working part-time in addition to a regular full-time job for a different company

j. Overtime - hours worked in excess of the normal full-time hours; may involve overtime premium pay

2. Place - mobility

a. Job locations - U.S. and international

b. Preferred job location

c. Willing to relocate

d. Unwilling to relocate

e. Willing to travel occasionally

f. Willing to travel frequently

g. Unwilling to travel

h. Home, the "electronic cottage" - telecommuting

3. Equipment

   a. New technology

   b. New applications of equipment

   c. Willingness to learn

   d. Fear of failure to learn how to operate the equipment

   e. Fear of losing job to new technology

E. Interpersonal relationships - a continuing interaction and attitude among two or more people

   1. Characteristics of relationships

      a. Companionship - a basic human need to be associated with another person or persons

      b. Consideration of others - being thoughtful and caring about other people's feelings

      c. Mutual respect - shared (reciprocal) recognition of individual worth

      d. Commitment - a promise, whether written, spoken, or understood to do something

      e. Respect of privacy - allowing others to have personal time or space

      f. Give and receive recognition - attention related to an accomplishment

   2. Types of relationships

      a. Peer relationships - include people with whom you commonly associate

      b. Family - usually the core of social activities and where interaction skills are nurtured; individual and group relationships

      c. Organizations - operate within a formal structure; have specific goals

      d. Society - each person is a citizen of a community, state, country, the world

      e. Formal relationship - one in which people assume specific roles; behavior guided by rules or customs

f. Informal relationships - behaviors are determined by the people involved

g. Work relationships - special group with various roles and commitments; commitment to employer to perform your work; commitment to fellow workers to cooperate with work flow and organizational goals

F. Critical-thinking skills

1. Ability to think objectively - evaluate ideas based on their worth rather than by prejudice

2. Ability to consider situations or items from various viewpoints - consider pros and cons of these viewpoints

3. Knowing bias could be present in statements and actions

4. Approach situations looking for truth

5. Knowing where and how to research for differing viewpoints

G. Decision-making skills

1. Need for decisions

a. Goal determination

b. Determine course of action

c. Change - situations do not remain the same

d. Desire to improve situation

2. Consequences of decision making

a. Resource allocation - what to do with money, time, etc.

b. Need to implement actions

c. Accomplish goals

d. Failure to accomplish goals

e. Need to accept results

f. Consider replanning

g. Need to improve decision-making skills

3. Steps in decision making

a. Identify the problem or decision to be made - distinguish the symptoms of the problem from the real issue

b. List the alternatives (choices) - consider the various ways to reach the desired outcome or goal

c. Determine the pros and cons of each alternative - time involved, cost, materials, practicality, outcomes

d. Choose the best alternative - one which meets the goals and resources and is feasible; commitment to carrying out the choice

e. Implement the chosen alternative - carry out the chosen plan of action

f. Evaluate the results - were the results what you expected? Would you approach the problem the same way if it recurs?

H. Responsible attitudes - relied on to handle work assignments or situations

1. Determination to complete tasks

2. Time management

3. Organize work in manageable portions

4. Initiative

5. Integrity

6. Good judgment

7. Dependable

8. Punctual

9. Consistent in actions

III. Employment tests

An employer may ask a job applicant to complete skill or general aptitude tests to help determine his/her suitability for the job vacancy

A. Performance tests - actually doing a sample of the work the job involves

1. Typing tests - applicant is given a typing assignment; speed and accuracy is computed

2. Shorthand tests - applicant is given dictation and is then asked to transcribe it; speed and accuracy is determined

3. Computer - applicant may be given a typing test; the employer wants to verify that the touch typing system is being used (employers hesitate to hire programmers or operators who use the inefficient "hunt and peck" system)

4. Clerical abilities - an example of this testing is to compare pairs of numbers, names, or combinations of numbers and names to determine whether the pairs are exactly the same or if they are different

   EXAMPLE:

   Place a check mark (✔) on the line between the pair if they are exactly the same:

   9876789 _____ 9876798

   1106661 _____ 1106661

   John C. Williamson _____ John C. Wiliamson

   Gulf and Sea Scapes _____ Gulf and Sea Scapes

   96063 West Fifth _____ 96063 West Fifth

   1850 K St., NW _____ 1850 K St., NE

5. Arithmetic skills - requires addition, subtraction, multiplication, and division; to determine speed and accuracy in computational skills

6. Equipment - applicant may be asked to operate equipment that is involved with the job to determine operational skill level

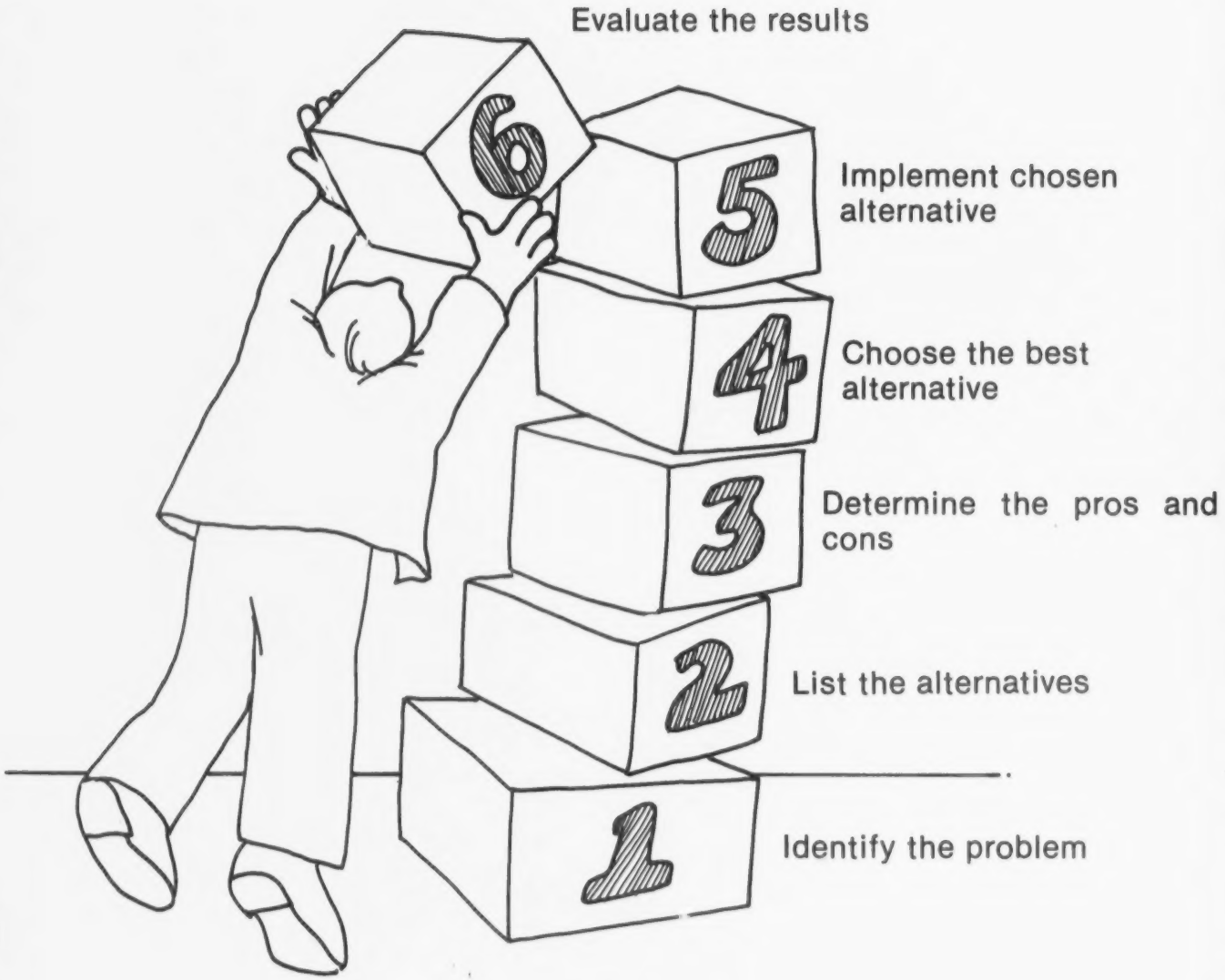
B. General intelligence tests - to sample mental development or skills; may include vocabulary, arithmetic skills, reasoning, and perception to determine a standard score for evaluation of suitability to job

C. Aptitude tests - a set of tasks chosen to obtain an estimate of a person's future performance on other tasks, if given the opportunity or training

D. Personality inventories and temperament tests - to determine person's personality or temperament; use of these inventories is likely to continue to decline because of low reliability of results and employee resistance

E. Polygraph - an instrument that records bodily changes in response to stress while the person is being asked questions; to determine correctness of answers during employee selection; use of polygraph for employee selection appears to be increasing

Steps in Problem Solving



PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

ASSIGNMENT SHEET 1--MY PERSONAL NEWSPAPER

Directions: You are to prepare a newspaper in which every item is about you. You are to select a name for your publication, such as "The John Doe Gazette." You are to select five of the suggested items below to develop and include in "your" newspaper. (If you have other ideas, discuss them with your instructor for consideration as alternative selections.)

1. The headline news story telling important facts about yourself
2. An editorial discussing something you feel needs to be stated
3. A letter to the editor describing the kind of relatives, teachers, and friends you need to help you succeed
4. An article describing a REAL person who would be a good role model for you; this person could be either someone you know personally or someone you only know about
5. A "Dear Abby" letter asking advice about one of your problems
6. A story describing the happiest event in your life
7. A cartoon about you
8. Three help-wanted advertisements about jobs which you could picture yourself applying for in six years
9. A story telling about your dream vacation
10. Write a story about world or local events that occurred on the day you were born. (This could be researched in the local library or newspaper office.)

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

ASSIGNMENT SHEET 2--PERSONAL ATTITUDES AND QUALITIES PROFILE

SECTION I: Rate yourself on each of the personal attitudes and qualities listed below by circling HIGH, AVERAGE, or LOW. For example, if you feel you rate high on being cooperative, circle the HIGH response.

Personal Attitude or Quality	Rating		
1. Cooperative	HIGH	AVERAGE	LOW
2. Tactful	HIGH	AVERAGE	LOW
3. Initiative	HIGH	AVERAGE	LOW
4. Courteous	HIGH	AVERAGE	LOW
5. Enthusiastic	HIGH	AVERAGE	LOW
6. Integrity	HIGH	AVERAGE	LOW
7. Patience	HIGH	AVERAGE	LOW
8. Judgment	HIGH	AVERAGE	LOW
9. Dependable	HIGH	AVERAGE	LOW
10. Friendly	HIGH	AVERAGE	LOW
11. Responsive	HIGH	AVERAGE	LOW

SCORING SCALE AND INSTRUCTIONS
Assign points for your responses as follows:

HIGH is 5 points
AVERAGE is 3 points
LOW is 1 point

Total your points and divide by 11. This score is the average of your perceived attitudes and qualities. Compare this rating with the score scale. Since these concepts are positive attributes, a high score is desirable. Is your rating what you would expect it to be? Look at each item, 1 through 11, and consider how to improve.

SECTION II: In this section, state an example of your actions during the past week which expresses your attitudes.

1. Cooperative:

2. Tactful:

3. Initiative:

4. Courteous:

5. Enthusiastic:

6. Integrity:

7. Patience:

8. Judgment:

9. Dependable:

10. Friendly:

11. Responsive:

SECTION III:
(Ask another person to complete this. The person selected should know you well enough to give informed answers.)

Instructions:
Rate the person who asked you to complete this on each of the attitudes and qualities listed below by circling HIGH, AVERAGE, or LOW. For example, if you feel the person rates high on being cooperative, circle the HIGH response.

Personal Attitude or Quality	Rating		
1. Cooperative	HIGH	AVERAGE	LOW
2. Tactful	HIGH	AVERAGE	LOW
3. Initiative	HIGH	AVERAGE	LOW
4. Courteous	HIGH	AVERAGE	LOW
5. Enthusiastic	HIGH	AVERAGE	LOW
6. Integrity	HIGH	AVERAGE	LOW
7. Patience	HIGH	AVERAGE	LOW
8. Judgment	HIGH	AVERAGE	LOW
9. Dependable	HIGH	AVERAGE	LOW
10. Friendly	HIGH	AVERAGE	LOW
11. Responsive	HIGH	AVERAGE	LOW

Instructions to the Student:
Using the scoring scale in Section I, compute the score and compare it with your score in Section I.

healthstyle *a self-test*

All of us want good health. But many of us do not know how to be as healthy as possible. Health experts now describe *lifestyle* as one of the most important factors affecting health. In fact, it is estimated that as many as seven of the ten leading causes of death could be reduced through common-sense changes in lifestyle. That's what this brief test, developed by the Public Health Service, is all about. Its purpose is simply to tell you how well you are doing to stay healthy. The behaviors covered in the test are recommended for most Americans. Some of them may not apply to persons with certain chronic diseases or handicaps, or to pregnant women. Such persons may require special instructions from their physicians.

Cigarette Smoking

If you never smoke, enter a score of 10 for this section and go to the next section on *Alcohol and Drugs*.

	Almost Always	Sometimes	Almost Never
1. I avoid smoking cigarettes.	2	1	0
2. I smoke only low tar and nicotine cigarettes *or* I smoke a pipe or cigars.	2	1	0

Smoking Score:_____

Alcohol and Drugs

1. I avoid drinking alcoholic beverages *or* I drink no more than 1 or 2 drinks a day.	4	1	0
2. I avoid using alcohol or other drugs (especially illegal drugs) as a way of handling stressful situations or the problems in my life.	2	1	0
3. I am careful not to drink alcohol when taking certain medicines (for example, medicine for sleeping, pain, colds, and allergies), or when pregnant.	2	1	0
4. I read and follow the label directions when using prescribed and over-the-counter drugs.	2	1	0

Alcohol and Drugs Score:_____

Eating Habits

1. I eat a variety of foods each day, such as fruits and vegetables, whole grain breads and cereals, lean meats, dairy products, dry peas and beans, and nuts and seeds.	4	1	0
2. I limit the amount of fat, saturated fat, and cholesterol I eat (including fat on meats, eggs, butter, cream, shortenings, and organ meats such as liver).	2	1	0
3. I limit the amount of salt I eat by cooking with only small amounts, not adding salt at the table, and avoiding salty snacks.	2	1	0
4. I avoid eating too much sugar (especially frequent snacks of sticky candy or soft drinks).	2	1	0

Eating Habits Score:_____

Exercise/Fitness

	Almost Always	Sometimes	Almost Never
1. I maintain a desired weight, avoiding overweight and underweight.	3	1	0
2. I do vigorous exercises for 15-30 minutes at least 3 times a week (examples include running, swimming, brisk walking).	3	1	0
3. I do exercises that enhance my muscle tone for 15-30 minutes at least 3 times a week (examples include yoga and calisthenics).	2	1	0
4. I use part of my leisure time participating in individual, family, or team activities that increase my level of fitness (such as gardening, bowling, golf, and baseball).	2	1	0

Exercise/Fitness Score:_____

Stress Control

1. I have a job or do other work that I enjoy.	2	1	0
2. I find it easy to relax and express my feelings freely.	2	1	0
3. I recognize early, and prepare for, events or situations likely to be stressful for me.	2	1	0
4. I have close friends, relatives, or others whom I can talk to about personal matters and call on for help when needed.	2	1	0
5. I participate in group activities (such as church and community organizations) or hobbies that I enjoy.	2	1	0

Stress Control Score:_____

Safety

1. I wear a seat belt while riding in a car.	2	1	0
2. I avoid driving while under the influence of alcohol and other drugs.	2	1	0
3. I obey traffic rules and the speed limit when driving.	2	1	0
4. I am careful when using potentially harmful products or substances (such as household cleaners, poisons, and electrical devices).	2	1	0
5. I avoid smoking in bed.	2	1	0

Safety Score:_____

What Your Scores Mean to YOU

Scores of 9 and 10

Excellent! Your answers show that you are aware of the importance of this area to your health. More important, you are putting your knowledge to work for you by practicing good health habits. As long as you continue to do so, this area should not pose a serious health risk. It's likely that you are setting an example for your family and friends to follow. Since you got a very high test score on this part of the test, you may want to consider other areas where your scores indicate room for improvement.

Scores of 6 to 8

Your health practices in this area are good, but there is room for improvement. Look again at the items you answered with a "Sometimes" or "Almost Never." What changes can you make to improve your score? Even a small change can often help you achieve better health.

Scores of 3 to 5

Your health risks are showing! Would you like more information about the risks you are facing and about why it is important for you to change these behaviors. Perhaps you need help in deciding how to successfully make the changes you desire. In either case, help is available.

Scores of 0 to 2

Obviously, you were concerned enough about your health to take the test, but your answers show that you may be taking serious and unnecessary risks with your health. Perhaps you are not aware of the risks and what to do about them. You can easily get the information and help you need to improve, if you wish. The next step is up to you.

YOU Can Start Right Now!

In the test you just completed were numerous suggestions to help you reduce your risk of disease and premature death. Here are some of the most significant:

Avoid cigarettes. Cigarette smoking is the single most important preventable cause of illness and early death. It is especially risky for pregnant women and their unborn babies. Persons who stop smoking reduce their risk of getting heart disease and cancer. So if you're a cigarette smoker, think twice about lighting that next cigarette. If you choose to continue smoking, try decreasing the number of cigarettes you smoke and switching to a low tar and nicotine brand.

Follow sensible drinking habits. Alcohol produces changes in mood and behavior. Most people who drink are able to control their intake of alcohol and to avoid undesired, and often harmful, effects. Heavy, regular use of alcohol can lead to cirrhosis of the liver, a leading cause of death. Also, statistics clearly show that mixing drinking and driving is often the cause of fatal or crippling accidents. So if you drink, do it wisely and in moderation. ***Use care in taking drugs.*** Today's greater use of drugs—both legal and illegal—is one of our most serious health risks. Even some drugs prescribed by your doctor can be dangerous if taken when drinking alcohol or before driving. Excessive or continued use of tranquilizers (or "pep pills") can cause physical and mental problems. Using or experimenting with illicit drugs such as marijuana, heroin, cocaine, and PCP may lead to a number of damaging effects or even death.

Eat sensibly. Overweight individuals are at greater risk for diabetes, gall bladder disease, and high blood pressure. So it makes good sense to maintain proper weight. But good eating habits also mean holding down the amount of fat (especially saturated fat), cholesterol, sugar and salt in your diet. If you must snack, try nibbling on fresh fruits and vegetables. You'll feel better—and look better, too.

Exercise regularly. Almost everyone can benefit from exercise—and there's some form of exercise almost everyone can do. (If you have any doubt, check first with your doctor.) Usually, as little as 15-30 minutes of vigorous exercise three times a week will help you have a healthier heart, eliminate excess weight, tone up sagging muscles, and sleep better. Think how much difference all these improvements could make in the way you feel!

Learn to handle stress. Stress is a normal part of living; everyone faces it to some degree. The causes of stress can be good or bad, desirable or undesirable (such as a promotion on the job or the loss of a spouse). Properly handled, stress need not be a problem. But unhealthy responses to stress—such as driving too fast or erratically, drinking too much, or prolonged anger or grief—can cause a variety of physical and mental problems. Even on a very busy day, find a few minutes to slow down and relax. Talking over a problem with someone you trust can often help you find a satisfactory solution. Learn to distinguish between things that are "worth fighting about" and things that are less important.

Be safety conscious. Think "safety first" at home, at work, at school, at play, and on the highway. Buckle seat belts and obey traffic rules. Keep poisons and weapons out of the reach of children, and keep emergency numbers by your telephone. When the unexpected happens, you'll be prepared.

Where Do You Go From Here:

Start by asking yourself a few frank questions: *Am I really doing all I can to be as healthy as possible? What steps can I take to feel better? Am I willing to begin now?* If you scored low in one or more *sections* of the test, decide what changes you want to make for improvement. You might pick that aspect of your lifestyle where you feel you have the best chance for success and tackle that one first. Once you have improved your score there, go on to other areas.

If you already have tried to change your health habits (to stop smoking or exercise regularly, for example),don't be discouraged if you haven't yet succeeded. The difficulty you have encountered may be due to influences you've never really thought about—such as advertising—or to a lack of support and encouragement. Understanding these influences is an important step toward changing the way they affect you.

There's Help Available. In addition to personal actions you can take on your own, there are community programs and groups (such as the YMCA or the local chapter of the American Heart Association) that can assist you and your family to make the changes you want to make. If you want to know more about these groups or about health risks, contact your local health department or the National Health Information Clearinghouse. There's a lot you can do to stay healthy or to improve your health—and there are organizations that can help you. Start a new HEALTHSTYLE today!

For assistance in locating specific information on these and other health topics, write to the National Health Information Clearinghouse:

National Health Information Clearinghouse
P.O. Box 1133
Washington, D.C. 20013

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

ASSIGNMENT SHEET 4--PERSONAL APPEARANCE OF WORKERS

Directions: In class, decide which type of business to visit for the purpose of observing the appearance of the employees. This assignment is to be completed by observation only - no interview is to be involved. After observing the employees, complete the following information, including descriptions:

1. Occupation:
2. Male ☐ Female ☐
3. Approximate Age:
4. Hair Style:
5. Make-up Style:
6. Jewelry:
7. Jacket Style:
8. Shirt or Blouse Style:
9. Pant Style:
10. Skirt Style:
11. Dress Style:
12. Shoe Style:
13. Well Groomed: Yes ☐ No ☐
14. Neat: Yes ☐ No ☐
15. Clean: Yes ☐ No ☐
16. Do you consider this person's appearance appropriate for the occupation?
17. How would you dress for this occupation?

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

ASSIGNMENT SHEET 5--ATTITUDES FOR JOB SITUATIONS

Directions: The following statements represent positive and negative attitudes. Under each statement, indicate (1) whether it is a POSITIVE or NEGATIVE attitude being shown, (2) who is affected, (3) the expected outcome, and (4) an alternate action.

EXAMPLE:

"It is time to stop work for my coffee break, but I know this should be finished already. I will finish it and then take my break."

Attitude: Positive

Who is affected? Whoever is needing the finished work

Expected outcome: Employee is known to be responsible

Alternate action: "It's breaktime, I'll finish this when I get back."

1. Oh! I overslept. I'll call the office to let them know I won't be on time.
   Attitude:
   Who is affected?
   Expected outcome:
   Alternate action:

2. Nobody at the office likes Kendra. I guess I don't either. It may be because I haven't tried to get to know her. I'll start being friendly to her.
   Attitude:
   Who is affected?
   Expected outcome:
   Alternate action:

3. Someone left the copy machine set differently. I'll set it at the ordinary setting when I am finished copying.
   Attitude:
   Who is affected?
   Expected outcome:
   Alternate action:

4. They asked me to work Saturday, my usual day off! I don't really want to work; I'll call in sick.
   Attitude:
   Who is affected?
   Expected outcome:
   Alternate action:

5. My children need pencils for school. I'll take some from the office for them.
   Attitude:
   Who is affected?
   Expected outcome:
   Alternate action:

6. Did you hear what John said about Jane's bad habits?
   Attitude:
   Who is affected?
   Expected outcome:
   Alternate action:

7. I'd better call my golfing buddy - she expects me to call.
   Attitude:
   Who is affected?
   Expected outcome:
   Alternate action:

8. Mr. Craig told me to do it step-by-step until I learned the procedure; but this shortcut will save time.
   Attitude:
   Who is affected?
   Expected outcome:
   Alternate action:

9. I will organize my work so that my desk area will be neater.
   Attitude:
   Who is affected?
   Expected outcome:
   Alternate action:

10. I need to make my dental appointments. For which time periods should I try to arrange them?
    Attitude:
    Who is affected?
    Expected outcome:
    Alternate action:

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

ASSIGNMENT SHEET 6--PERSONALITY PROFILE

Directions: To find out what kind of personality profile you have, circle H for high, M for medium, or L for low for each question in the profile. To score the personality profile, count the number of times each response was made: _____L, _____M, _____H

HOW DO YOU RATE YOURSELF AS TO:

1. Defending your friends and family? L M H
2. Checking your work carefully for accuracy? L M H
3. Finding a way to complete a task when the obvious doesn't work? L M H
4. Working your hardest even though someone else gets the credit? L M H
5. Giving the impression of being willing to do things for others? L M H
6. Choosing your words and inflections carefully as a matter of tact? L M H
7. Considering the effect of your action on the group? L M H
8. Doing the additional steps to complete a task when not expressly told? L M H
9. Making it apparent that you always have an even, pleasant disposition? L M H
10. Remembering to fulfill promises that you casually made or implied? L M H
11. Considering all the angles and possibilities of a situation before deciding? L M
12. Grooming in such matters as cleanliness, neatness, and hair style? L M H
13. Recognizing and respecting information which is confidential? L M H
14. Considering criticism to be helpful to you? L M H
15. Being appropriately dressed and well-groomed for all occasions.? L M H
16. Remembering details of instructions given to you? L M H
17. Thinking before you say or do something? L M H
18. Maintaining proper diet, exercise, and rest? L M H
19. Doing things very carefully the first time? L M H
20. Remembering persons' names? L M H

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

ASSIGNMENT SHEET 7--COMPARISONS OF NUMBERS, NAMES, AND COMBINATIONS

Directions: If the pair of numbers, names, or combinations are EXACTLY THE SAME, place a check mark (✓) on the line between them; if they are different, make no mark on that line. Work quickly. When the examiner calls "time," draw a line under the last pair you were able to compare in the time allotted.

1.	834102 _____ 834102	8.	236969 _____ 236696	15.	422258 _____ 422285
2.	9876543 _____ 9876534	9.	410432 _____ 410432	16.	712235 _____ 712235
3.	569102 _____ 596102	10.	969632 _____ 966932	17.	896966 _____ 898966
4.	861111 _____ 8611111	11.	424244 _____ 424242	18.	432402 _____ 434202
5.	964222 _____ 964222	12.	869699 _____ 869699	19.	631169 _____ 631196
6.	123445 _____ 1234445	13.	224266 _____ 224266	20.	912332 _____ 912332
7.	124345 _____ 1243445	14.	556678 _____ 556667		

21.	Sarah Lou Nicholson	_____	Sara Lou Nicholson
22.	Frank Edwards White	_____	Frank Edward White
23.	Tammy Jean Strickland	_____	Tammy Jean Strickland
24.	Charles William Adams	_____	Charles William Adamson
25.	Nine to Five National Assn.	_____	Nine to Five National Assn.
26.	Robert Pfizer and Co.	_____	Robert Ptizer and Co.
27.	Technology Concepts Co.	_____	Technology Contract Co.
28.	Textile Manufacturer's Institute	_____	Textile Manufacturer's Institute
29.	James Conrad Johnson	_____	James Conrad Johnston
30.	Missouri Tire Factory	_____	Missouri Tire Facility
31.	Mark Truman Heckler	_____	Mark Truman Hackman
32.	Buford Wilson Associates	_____	Buford Wilson Associates
33.	Wickman Furniture Corp.	_____	Wickman Furniture Corp.
34.	Wellington F. Wood	_____	Wellington F. Woods
35.	Mary Karen Carrington	_____	Mary Karen Karrington
36.	33636 South Birch	_____	33663 South Birch
37.	11800 Sunrise Valley Drive	_____	11800 Sunrise Valve Drive
38.	1815 North Lynn, Suite 815	_____	1815 North Lynn, Suite 1815
39.	New York, NY 10163-2466	_____	New York, NY 10163-246
40.	San Francisco, CA 94104	_____	San Francisco, CA 94104
41.	66363 Fulton - B-103	_____	66363 Fulton - B-133
42.	Providence, RI 02903	_____	Providence, MI 02903
43.	2361 South Jefferson - Suite 608	_____	23611 South Jefferson - Suite 608
44.	303 South Northwest Highway	_____	303 South Northwest Highway
45.	4242 N. Terrace Extension	_____	4242 N. Terrace Extension
46.	Arlington Heights, VA 22202	_____	Arlington Heights, VA 22202
47.	96432-A Cranston Blvd.	_____	96432-A Cranton Blvd.
48.	870 Market St., Suite 940	_____	807 Market St., Suite 940
49.	Circle Pines, MN 55014	_____	Circle Pines, MI 55014
50.	Skokie, IL 60077-3889	_____	Skokie, IL 60077-3889

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

ASSIGNMENT SHEET 8--SAMPLE ARITHMETIC TEST

Directions: Do each example in turn as quickly as you can. All of the answers are whole numbers. + means ADD; — means SUBTRACT; X means MULTIPLY; and ÷ means DIVIDE.

1. 37 + 44 = _____
2. 28 x 9 = _____
3. 106 — 68 = _____
4. 153 ÷ 9 = _____
5. 26 + 35 = _____
6. 37 x 6 = _____
7. 107 — 29 = _____
8. 756 ÷ 9 = _____
9. 28 + 46 = _____
10. 79 x 2 = _____
11. 102 — 86 = _____
12. 266 ÷ 7 = _____
13. 26 + 39 = _____
14. 47 x 7 = _____
15. 123 — 65 = _____
16. 112 ÷ 8 = _____
17. 72 + 69 = _____
18. 56 x 4 = _____
19. 41 — 26 = _____
20. 288 ÷ 8 = _____
21. 19 + 97 = _____
22. 87 x 4 = _____
23. 155 — 66 = _____
24. 216 ÷ 8 = _____
25. 59 + 62 = _____
26. 89 x 3 = _____
27. 161 — 78 = _____
28. 162 ÷ 9 = _____
29. 68 + 36 = _____
30. 28 x 8 = _____
31. 144 — 59 = _____
32. 152 ÷ 8 = _____
33. 66 + 98 = _____
34. 67 x 3 = _____
35. 114 — 47 = _____
36. 351 ÷ 9 = _____
37. 15 + 97 = _____
38. 79 x 4 = _____
39. 108 — 43 = _____
40. 294 ÷ 6 = _____
41. 94 + 17 = _____
42. 26 x 5 = _____
43. 92 — 67 = _____
44. 112 ÷ 7 = _____

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

KEY TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1--MY PERSONAL NEWSPAPER

Answers will vary according to student's writing ability and level of creativity. The "newspaper" should reflect an understanding of the assignment -- there should be five of the suggested items included and developed to the instructor's satisfaction.

ASSIGNMENT SHEET 2--PERSONAL ATTITUDES AND QUALITIES PROFILE

SECTION I: This part of the assignment sheet should be completed to the instructor's satisfaction, the criteria being that all of the items have been rated and the score computed correctly.

SECTION II: This part of the assignment sheet should be completed to the instructor's satisfaction. Answers will vary.

SECTION III: This part of the assignment sheet should be completed by a student's friend, family member, etc., to the instructor's satisfaction. Answers will vary.

ASSIGNMENT SHEET 3--HEALTHSTYLE - A SELF-TEST

This assignment sheet is a reproduction of a pamphlet developed by the Public Health Service. Answers will vary according to each student's lifestyle. The questionnaire should be completed and scores computed by the student.

ASSIGNMENT SHEET 4--PERSONAL APPEARANCES OF WORKERS

This assignment sheet is to be completed neatly and accurately by each student. Answers will vary and should meet with the instructor's satisfaction.

ASSIGNMENT SHEET 5--ATTITUDES FOR JOB SITUATIONS

1. Attitude: Positive

   Who is affected? Fellow employees

   Expected outcome: Understanding, unless you are late more than just occasionally, then you may be reprimanded by your supervisor.

   Alternate action: One could act without responsibility - don't call, just be late; this would not be good for your work record.

2. Attitude: Positive

   Who is affected? Kendra, you, eventually it could affect everyone at the office.

   Expected outcome: Kendra will feel more at ease; others will speak to her; the whole office atmosphere would be improved.

   Alternate action: One could ignore Kendra, coexisting without interaction; the office atmosphere would continue being a little unfriendly.

3. Attitude: Positive

   Who is affected? The next person who uses the copy machine; the overall office atmosphere will benefit.

   Expected outcome: Positive attitudes are helpful to keep the office atmosphere pleasant.

   Alternate action: Leave the machine set wrong, "to get even."

4. Attitude: Negative

   Who is affected? Whoever is depending on you; you could be negatively affected if anyone knows you weren't sick; you will respect yourself less for deceiving your employer.

   Expected outcome: Your reputation for dependability could be decreased or you may "get by" with it.

   Alternate action: Tell your employer you cannot work and would he/she ask for someone else to handle the work; suggest that you handle the work at an alternate time.

5. Attitude: Negative

   Who is affected? Your children, you, your employer

   Expected outcome: Expectations and acceptance by your children of getting "free" things from the workplace

   Alternate action: Be sure to respect the property of your employer; buy the pencils elsewhere.

6. Attitude: Negative

   Who is affected? John, Jane, you, your hearer, everyone in the office, eventually

   Expected outcome: The office atmosphere will be worse for harmful "grapevine" activities.

   Alternate action: Be sure to avoid participation in harmful "grapevine" activities.

7. Attitude: Negative

   Who is affected? You, as well as the potential effect on the office atmosphere.

   Expected outcome: If personal calls are made on office time, one may be reprimanded.

   Alternate action: Keep personal calls to a minimum during business hours.

8. Attitude: Negative

   Who is affected? You

   Expected outcome: A possible reprimand by Mr. Craig; possible errors in the work

   Alternate action: Be sure you understand the entire job before you use creativity to complete the tasks.

9. Attitude: Positive

   Who is affected? You

   Expected outcome: More efficient work

   Alternate action: Continue using present work organization techniques.

10. Attitude: Positive

    Who is affected? You, your employer, and anyone involved in your work flow

    Expected outcome: Appreciation for your consideration

    Alternate action: Make the appointment without consideration of your work needs.

ASSIGNMENT SHEET 6--PERSONALITY PROFILE

The answers for this assignment sheet will vary according to the student's self-perception. Each student should score the assignment by counting the numbers of times each response was made. After the assignment is scored, explain that the answers represent low, medium, to high on a scale of negative to positive for the values represented. The student should compare the L, M, and H scores to evaluate the personality. Encourage students to change their personal attributes if the individual thinks it would improve her/his quality of life.

ASSIGNMENT SHEET 7--COMPARISONS OF NUMBERS, NAMES, AND COMBINATIONS

Numbers which should be checked (✓) are:

1,5,9,12,13,16,20,23,25,28,32,33,40,44,45,46, and 50

ASSIGNMENT SHEET 8--SAMPLE ARITHMETIC TEST

1. 81
2. 252
3. 38
4. 17
5. 61
6. 222
7. 78
8. 84
9. 74
10. 158
11. 16
12. 38
13. 65
14. 329
15. 58
16. 14
17. 141
18. 224
19. 15
20. 36
21. 116
22. 348
23. 89
24. 27
25. 121
26. 267
27. 83
28. 18
29. 104
30. 224
31. 85
32. 19
33. 164
34. 201
35. 67
36. 39
37. 112
38. 316
39. 65
40. 49
41. 111
42. 130
43. 25
44. 16

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

Name _____

TEST

1. Complete the statements by writing the appropriate word in the blank.

   a. The things which are important and worthwhile to you in life are called _____.

   b. An objective, or something specific to be achieved is a(n) _____.

   c. _____ is the consequences of an action or situation that places physical or psychological demands on a person

   d. The willingness and ability to move where jobs are located is _____.

   e. A feeling or emotion toward a person, idea, object, or group of persons is a(n) _____.

   f. _____ are skills, aptitudes, and other factors essential in job performance

   g. Working at home through the use of a computer terminal or word processor is _____.

2. In the space provided, write the number which represents the corresponding attitude from the list on the right.

_____	a.	Consideration of other people	1.	Adaptable
_____	b.	A code of honest behavior	2.	Courteous
_____	c.	Understanding even in distressful situations	3.	Dependable
_____	d.	Consistently doing what is expected	4.	Enthusiasm
_____	e.	Pleasing actions toward others	5.	Friendly
_____	f.	Willingness to begin or follow through with a plan or task	6.	Initiative
_____	g.	Ability and willingness to adjust to the situation	7.	Integrity
			8.	Patience

3. Name two ways personal health affects a career.

   a.

   b.

4. Name the four major components of personal appearance.

   a.

   b.

   c.

   d.

5. In the space provided, write the number which indicates the best answer.

   _____ a. Worker's time schedules may be called:

   1. Flextime
   2. Part-time
   3. Moonlighting
   4. All of the above

   _____ b. A compressed work week is one in which:

   1. The normal full-time hours are scheduled in less than five days
   2. Fewer than the usual full-time hours are worked
   3. Workers choose their own hours
   4. Overtime premium is paid

   _____ c. The office worker needs to be adaptable because office equipment is:

   1. Easy to operate
   2. Continuously being updated as a result of new technology
   3. Obsolete
   4. None of the above

6. In the space provided, write the number which represents the correct terminology from the list on the right.

_____	a.	A continuing interaction and attitude among two or more people	1. Companionship
_____	b.	Shared recognition of individual worth	2. Family
_____	c.	Usually the core of social activities and where interaction skills are nurtured	3. Interpersonal relationships
_____	d.	Each person is a citizen of a community, state, country, the world	4. Mutual respect
			5. Society

7. Complete the statements by writing the appropriate word or words in the blank.

   a. The ability to consider situations from various viewpoints and to recognize the presence of bias is a _____ _____ skill.

   b. The first step in decision making is to identify the _____ .

   c. When an individual can be relied on to handle things or situations, he or she is considered to have _____ attitudes.

PERSONAL QUALITIES FOR THE WORLD OF WORK
UNIT II

TEST KEY

1. a. Values
   b. Goal
   c. Stress
   d. Mobility
   e. Attitude
   f. Abilities
   g. Telecommuting

2. a. 2
   b. 7
   c. 8
   d. 3
   e. 5
   f. 6
   g. 1

3. Any two of the following

   a. Getting hired
   b. Maintaining employment
   c. Ability to handle stress

4. a. Dress
   b. Grooming
   c. Body language
   d. Voice

5. a. 4
   b. 1
   c. 2

6. a. 3
   b. 4
   c. 2
   d. 5

7. a. Critical thinking
   b. Problem
   c. Responsible

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student will identify and utilize sources of statistical employment data. The student will use basic print and computer sources of occupational information and know how to access public and private information sources. Also, the student will match job characteristics with jobs in the appropriate job cluster.

SPECIFIC OBJECTIVES

After completion of this unit the student will:

1. Supply the information sources for employment statistics in two incomplete sentences with 100 percent accuracy within two minutes.

2. Answer twelve questions relating to a specific job title by using designated computer software or printed sources with 80 percent accuracy within twenty-five minutes.

3. List three services or information provided by each of three public sources for employment information with 100 percent accuracy within five minutes.

4. Name the appropriate source to locate information about a nationally-known business with 100 percent accuracy within one minute.

5. List three services available from a private employment agency with 100 percent accuracy within three minutes.

6. Match seven job titles with the appropriate job family in the business and office job cluster with 80 percent accuracy within three minutes.

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

SUGGESTED ACTIVITIES

I. Order selected audio-visuals or computer materials.

II. Prepare a bulletin board.

Suggested Displays

A. Show the various sources of occupational information with "pictures" of reference books, persons, businesses, want ads, employment offices, computer, etc.

B. Show people in nontraditional careers

III. Provide students with objective sheet.

IV. Provide students with information and assignment sheets.

V. Prepare transparencies.

VI. Discuss the ongoing career information folder assignment. This unit should help students increase the relevant material in their folders.

VII. Have each student write down as many careers as he/she can in five minutes.

VIII. To answer any student questions in Unit I and its Assignment Sheets 1 and 2, it may be desirable to have the students organize some statistics directly from the Occupational Outlook Handbook.

IX. For Assignment Sheet 1, students may complete the form for more than one reference work. If different reference works are used by various students, the differences in the works could be compared through an oral discussion.

X. In utilizing Assignment Sheet 2, each student may complete several of the sheets to enable the survey of more occupations. When the students have completed the assignment sheets, highlights of the jobs could be shared through an oral class discussion. As a preliminary activity, the students could list on a sheet of paper what they think is the nature of the work, working conditions, employment, training and other qualifications, and the job outlook. After the assignment is completed, they can compare what they had written with the factual data.

XI. After completing Assignment Sheet 3, a class discussion could involve ranking the companies by number of employees and then sorting them by products or services provided.

XII. A field trip could be planned to visit the Job Service, a private employment service, or a "typical" office.

XIII. Students may be allowed the opportunity to attend the annual joint leadership conference sponsored by the Future Business Leaders of American and Phi Beta Lambda organizations. Membership in FBLA-PBL consists of high school and college students interested in pursuing business careers. The goals of FBLA-PBL are to:

A. Develop competent, aggressive business leadership

B. Strengthen the confidence of students in themselves and their work

C. Create more interest in and understanding of the American business enterprise

D. Develop character, prepare for useful citizenship, and foster patriotism

E. Encourage and practice efficient money management

F. Assist students in the establishment of occupational goals

G. Facilitate the transition from school to work

For more information about the annual conference contct the FBLA/PBL State Chairman, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102.

XIV. A guest speaker from a temporary employment agency could be invited to speak to the class.

XV. Assignment Sheet 4 would be used when an office visitation day is planned. A visitation day is when students spend several hours with an actual business employee. This visit would enhance the students' employment awareness. In preparation for an office visitation, the employer should be contacted. The Chamber of Commerce may be helpful in identifying businesses to contact. A letter explaining what you propose and a follow-up call requesting an appointment may help to obtain commitments. Each firm could be asked pertinent information such as the most convenient times for visitation, dress codes, basic function of the business, and the name of the person to whom the student should report.

The visitation day should be an event for the students to enjoy. The students should be oriented for the event. The discussion should impress upon the students the importance of appropriate dress and manners while at the office. The confidential nature of all business transactions should be emphasized. Any transportation needed must be carefully arranged. Assignment Sheet 4 could be used by the students as an observation guide.

The day following visitation should be used to review the events of the visits. Possible improvements for the next visitation could be planned.

XVI. For purposes of comparison and contrast when completing Assignment Sheet 5, the student could interview a worker in an entry-level position as well as a worker in a more advanced position. Classroom discussions following each group of interviews will enhance the students' understanding.

XVII. After the students have completed Assignment Sheet 6, have them share their reasons for designating their most preferred job and for their least preferred job in the assignment.

XVIII. When using the job cluster transparencies, help the students to understand the importance of being flexible as jobs change. Also, help them to understand that some common business skills such as keyboarding and communication skills will be needed in all families of the business and office cluster. Those two skills will also be important to the other job clusters, which indicates that some interrelatedness exists among the clusters.

XIX. In utilizing the play, Assignment Sheet 7, the students may use their ideas to change the lines and props. They might enjoy performing the play for another class such as an introduction to business or general business class.

XX. About every three years, the business department could consider sponsoring a career day. The students could help plan the program and assist with the administrative duties, such as confirmation and follow-up thank you letters for the speakers. One suggested program would be a general opening session, followed by concurrent small group sessions - perhaps the various business and office cluster job families could be represented by the school's graduates or by local citizens. A closing general meeting could be included. The career education program could be greatly enhanced by this activity. Contact the Education Director of the Missouri State Chamber of Commerce or your local Chamber of Commerce for more information.

XXI. Give test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Transparency masters
  1. TM 1-Family Tree for Business and Office Cluster
  2. TM 2-Job Family: Accounting/Bookkeeping
  3. TM 3-Job Family: Banking/Financial
  4. TM 4-Job Family: Business Data Processing
  5. TM 5-Job Family: Office Supervision and Management
  6. TM 6-Job Family: Personnel and Training
  7. TM 7-Job Family: Secretarial/Stenographic
  8. TM 8-Job Family: Clerical/Typing and General Office
- D. Assignment sheets
  1. AS 1-Using Reference Materials
  2. AS 2-Career Search
  3. AS 3-Facts About a National Company
  4. AS 4-Office Visitation
  5. AS 5-Job Interview Information
  6. AS 6-Analysis of Want Ads
  7. AS 7-A Day in an Office (A Play)
- E. Key to assignment sheets
- F. Test
- G. Test key

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IV. Audio-visual materials:

A. "Today's Army is an Education"

This feature shows young people the opportunities available for higher education in the U.S. Army, including apprenticeship programs, tuition assistance, ROTC, scholarships and other programs leading to college degrees. U.S. Army Recruiting Command, color, 17 minutes, 16mm. Title No. 4772.

Available for free loan from:

Modern Talking Picture Service
5000 Park Street North
St. Petersburg, FL 33709-9989

B. "Launch Your Career"

Highlights many career opportunities available in today's Army, including data processing, electronics, aviation, medicine, communications, automotive repair and transportation. U.S. Army Recruiting Command, color, 9 minutes, 16mm. Title No. 4773.

Available for free loan from:

Modern Talking Picture Service
5000 Park Street North
St. Petersburg, FL 33709-9989

C. "Blind Workers in the 80's: New Challenges - New Opportunities"

This informational and inspirational motion picture highlights how modern methods of teaching and the latest technology are allowing the blind and visually impaired to become proficient in computer programming and other fields. Viewers visit a number of places in private industry, including Walt Disney World, where the blind are using their newly acquired skills. Discussion materials included. International Association of Lions Clubs, color, 23 minutes, 16mm. Title No. 16759.

Available for free loan from:

Modern Talking Picture Service
5000 Park Street North
St. Petersburg, FL 33709-9989

D. "Jobs for the '80s: Where the Opportunities Are"

Describes various fields expected to offer better than average job opportunities in the coming decades. Discusses jobs in business, science and technology, health care, mechanics, construction, transportation, social services, commercial art and communications. Also discusses union membership requirements and affirmative action programs. Includes six parts, teacher's guide, library kit; available on video cassettes, (VHS, Beta, and U-Matic), sound filmstrips, or sound slides. Title No. 06770-650.

Available from:

Center for Humanities, Inc.
Communications Park, Box 1000
Mount Kisco, NY 10549-9989
Toll free information: 1-800-431-1242

E. "Job Hunting in the 1980's: Skills for Success"

Presents a step by step approach to job hunting. Shows young people how to focus their career searches by assessing their interests and abilities; how to use community and school resources to locate job possibilities; how to develop an effective resume; how to write appropriate and effective cover letters; and how to handle job interviews with both skill and confidence. Includes six parts, teacher's guide, library kit; available on video cassette (VHS, Beta, and U-Matic), sound filmstrips, or sound slides. Title No. 06771-650.

Available from:

Center for Humanities, Inc.
Communications Park, Box 1000
Mount Kisco, NY 10549-9989
Toll free information: 1-800-431-1242

F. "Preparing for the Jobs of the 1990's: What You Should Know"

By viewing sequences depicting people on the job in a variety of occupations, students learn how these people chose, prepared for and succeeded in their careers. A flexible approach to career preparation is developed by exploring key factors that influence the job market. The impact of the computer revolution and how to keep pace with expanding technology is stressed. The program outlines numerous valuable resources. Includes six parts, teacher's guide, library kit; available in sound filmstrips and video cassettes (VHS, Beta, and U-Matic). Title No. 06773-650.

Available from:

Center for Humanities, Inc.
Communications Park, Box 1000
Mount Kisco, NY 10549-9989
Toll free information: 1-800-431-1242

G. "People Who Work with People"

People who choose service jobs must be willing to put personal interests aside and involve themselves directly with the needs and problems of other people. As service workers go about their day, they discuss why they chose service work, what they get out of their jobs, and what they offer in return. Color, 14 minutes, 16mm. Title No. A205.

Available from:

Barr Films
3490 East Foothill Blvd.
P.O. Box 5667
Pasadena, CA 91107
(213) 793-6153

H. "The Work Prejudice Film"

This film investigates stereotypes and the world of work. Both documentary and humor are used to motivate the young person who faces twenty-five to forty-five years in the work force. The viewer is challenged to explore choices, educational opportunities, and decisions which will give purpose to his or her life as a productive human being. Color, 13 minutes, 16mm. Title No. A958.

Available from:

Barr Films
3490 East Foothill Blvd.
P.O. Box 5667
Pasadena, CA 91107
(213) 793-6153

I. "Work and You"

Twenty-two thousand different kinds of jobs to choose from in the world of work! Where do you begin? Do you have to do something you really don't enjoy for the next twenty, thirty, or forty years? This film explores the reasons that compel people to work, and helps students explore job alternatives that relate to their interests and potentials. Whatever sex or ethnic heritage, fewer and fewer barriers stand between people and the careers they want. Color, 18 minutes, 16mm. Title No. A959.

Available from:

Barr Films
3490 East Foothill Blvd.
P.O. Box 5667
Pasadena, CA 91107
(213) 793-6153

V. Computer-assisted materials:

A. "Career Scan IV"

This is a comprehensive career search and exploration package accessing over 700 occupational titles. It is based on the Standard Occupational Classification (SOC) which combines the 12,000 primary titles in the Dictionary of Occupational Titles (DOT). Questions used in the search process cover the following areas: life styles, abilities, school subjects, training or education required, interests, values, and job characteristics.

The package uses two diskettes - one for the search and one for the data (can operate on a single drive system). Average user time to complete a search is 15 minutes. All instructions for program operation appear on the screen once the search diskette is loaded. An information manual is provided for the school counselor. Available for Apple II+, IIe, IIc; TRS-80 Models III, IV, IVP; Commodore 64 or Pet 40/32; IBM PC (128K) and IBM Compatibles (128K).

Available from:

National Educational Software Services
1879 Locust Drive
Verona, WI 53593
(608) 845-8410

B. "College Scan IV"

Data base contains approximately 1,400 institutions located throughout the United States, U.S. territories, and Europe. The program matches the choices of a user to the profile of each school based on over 350 attributes coded to each institution. Direct access to an institution's attributes is available without using the search procedure. The program is based upon the Classification of Instructional Programs (CIPS) designed by the U.S. Department of Education.

The package uses three diskettes - one for the search and two for the data (can operate on either a single or dual drive system). All instructions for the program operation appear on the screen once the search diskette is loaded. Each diskette set includes a program locator card and index (PLC) and an instruction manual. Available for Apple II+, IIe, IIc; TRS-80 Models III, IV, IVP; IBM PC (128K) and IBM Compatibles (128K).

Available from:

National Educational Software Services
1879 Locust Drive
Verona, WI 53593
(608) 845-8410

C. "Financial Aid Scan IV"

Provides a personal and private method for students and their parents to learn about financial aids offered through federal grant programs. Working alone, students (and their parents) can input personal, financial details and receive a computation of their Pell Grant Index. Using this index and the cost of the college the student wishes to attend, "Financial Aid Scan IV" shows the probable aid level that can be expected.

Uses a single disk. Complete instructions to operate the program appear on the screen when the disk is booted. Available for Apple II+, IIe, IIc.

Available from:

National Educational Software Services
1879 Locust Drive
Verona, WI 53593
(608) 845-8410

D. "Career System 2000"

Covers 560 career descriptions of professional, skilled, and semi-professional occupations in the U.S. Little or no assistance is needed to access the data. "Career System 2000" complements any career search system. Consists of one system disk, 5 data disks (both sides), and documentation. Available for Apple II, II+, and IIe. Title No., CS714.

Available from:

Education Associates, Inc.
33 Fountain Place
P.O. Box Y
Frankfort, KY 40601
Toll free information: 1-800-626-2950
In Kentucky call collect: (502) 227-4783

E. Computerized Career Assessment and Planning"

Students become involved in career decision making through this motivating approach to career guidance. This series will help students determine their career interests, preferences, and abilities; select and explore career clusters; delineate and select relevant occupations; and develop a plan to enter the occupation of their choice. Information in the system is based on the Guide for Occupational Exploration, the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Lovejoy's College Guide, and Barron's Profiles of American Colleges.

Eight disks and a comprehensive manual are included. Available for Apple II version, 48K (Title No. 8G-50AD); TRS-80 version, 48K (Title No. 8G-50TD).

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

F. "Finding and Following Up Job Opportunities"

This comprehensive program introduces time proven sources for securing job openings. Students make decisions in order to locate openings and learn the best methods for finding job leads. Prompt action is emphasized as one of the most important requirements of the job search. Available for: Apple II, 32K (Title No. 5E-604AD); TRS-80, 32K (Title No. 5E-624TD).

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

G. "Occupational Interest Matching"

Students explore information on a variety of jobs that correspond to their preferences with this guidance program. A series of 20 questions is presented to the student, and the responses are compared to the characteristics of more than 590 occupations as defined by the Department of Labor. Detailed information, such as salary, educational requirements, etc., can be displayed for each occupation. The relationship between educational plans and occupational opportunities is emphasized. Available for: Apple II, 48K (not compatible with Apple IIc). Title No. 40-100AD.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

H. "Work Activities Inventory"

This program will be invaluable in helping students select areas of study related to their future goals. This counseling program classifies student interest into six categories: the doers, the investigators, the creators, the helpers, the influencers, and the organizers. Within each of the six interest areas students learn the major work activities typically performed by people with those interests. The major career clusters relating to each interest area and the types of co-workers or leaders one is likely to encounter are also explored. A second part of the program, "Career Clusters," involves the student in matching career clusters with the major work environments. Available for Apple II, 48K (Title No. 3E-100AD); TRS-80, 48K (Title No. 3E-100TD); IBM PC, 64K (Title No. 3E-100B).

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

I. "Career Directions"

This is a computerized career guidance program that allows students to discover their career interests, determine the occupations that correspond to their desires and abilities, explore job requirements and characteristics, and develop an orderly career plan to enter the occupation of their choice. Over 460 specific occupations are described that correspond to U.S. Department of Labor publications. Available for Apple II, 48K (Title No. 8G-10AD); TRS-80, 48K (Title No. 8G-10TD).

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

J. "The Graduation Dilemma"

The critical decisions that will confront students when they are ready to graduate from high school are depicted in this simulation program. Three education pathways that are open to students are covered; university studies, community colleges, and vocational training. A realistic entrance examination is presented for each type of school; if

"admitted," the student must then demonstrate coping skills by solving problems that are unique to that particular environment. Available in Apple II version (Title No. 3E-300AD); TRS-80 version (Title No. 3E-300TD).

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

K. "Choosing a College Major"

"What should I major in?" is a question frequently asked by students. This program provides an organized view of over 200 university majors categorized into six groups: Crafts/Trades; Office Occupations; Sciences; Arts; Social Services; and Leadership. After completing a skills inventory assessment, the student is encouraged to explore in detail one of the six categories. Available for Apple II, 48K. Title No. 3E-600AD.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

L. "College Directions"

These two self-directed programs will help students find the two-year or four-year college to suit their needs. A systematic question approach evaluates the student's preference of school size, location, curriculum, areas of interest, cost limits, financial aid availability and other considerations. Over 1,400 two-year colleges, business schools, vocational-technical schools, and junior colleges are covered in the "Two-Year Colleges" program, and over 1,300 four-year colleges and universities in "Four-Year Colleges" which together comprise 95 percent of the institutions of higher learning in the U.S. Exercises that provide assistance in writing letters of inquiry and creating a budget of expenses are included. No computer experience is necessary for operation. Periodic updates are available from the manufacturer. Available for Apple II, two disk drives, 48K (two-year colleges - Title No. 8G-20AD; four-year colleges - Title No. 8G-30AD; two and four-year colleges - Title No. 8G-35AD); TRS-80, two disk drives, 48K (two-year colleges - Title No. 8G-20TD; four-year colleges - Title No. 8G-30TD; two and four-year colleges - Title No. 8G-35TD).

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

INFORMATION SHEET

I. Terms and Definitions

A. **Blue-collar worker** - Term used to describe production and maintenance workers employed in a plant as distinguished from white-collar employees employed in an office; blue-collar workers are usually paid by the hour or on an incentive basis

B. **Information processing network system** - Links office-related computer hardware and components to reduce cost, to increase compatibility of equipment, and to increase productivity of all levels of the business organization

C. **Job cluster** - Concept to provide individuals with education and training for employment in a number of related occupations rather than a narrow occupational field; the United States Office of Education identifies 15 clusters:

1. Business and Office
2. Marketing and Distribution
3. Communications and Media
4. Agriculture
5. Construction
6. Fine Arts
7. Home Economics
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Natural Resources and Environment
13. Personnel Services
14. Public Service
15. Transportation

D. **Lateral job changes** - Can be either with the present employer by taking a different position at the same organizational level or with a different employer in a job with similar responsibilities

E. **Micrographics** - The technology by which images of text are photographically reduced and stored on film

F. **Occupational statistical information** - Employment facts and figures

G. **Private Sources** - Free enterprise institutions and publications

H. **Public sources** - Government-supported institutions and publications

I. **Reprographics** - The methods and kinds of equipment by which copies of written or graphic materials are made

J. **VIEW (Vital Information For Education and Work) materials** - Funded by the Missouri State Department of Elementary and Secondary Education; materials designed to increase self-understanding and to assist in vocational determination

K. **White-collar worker** - A broad category of employees other than production and blue-collar workers; usually office, clerical, sales, semitechnical/professional, and secondary supervisory employees

II. Sources of Statistical Information

A. Bureau of Labor Statistics (BLS) - a research agency of the United States Department of Labor; it compiles statistics on hours of work, average hourly earnings, employment and unemployment, consumer prices, and many other variables:

1. Area wage surveys - BLS annually surveys 168 areas on pay and benefits for white-collar, skilled blue-collar, and indirect manufacturing labor jobs (in alternate years).

2. Industry wage surveys - BLS surveys 50 manufacturing industries, 20 service industries, and public employees (including blue-collar and white-collar). The surveys are done on annual, three-year, and five-year cycles. Some industries are surveyed nationally (utilities, mining, and manufacturing), and others by metropolitan area (finance, service, and trade).

3. Professional, administrative, technical, and clerical surveys - BLS annually surveys 80 occupational positions on a nationwide basis.

4. Survey methods

a. Personal interview - most accurate responses; most expensive method

b. Mailed questionnaires - most frequently used method; one of the cheapest methods

c. Telephone inquiry - to gather data or to follow up the mail questionnaire; quick method

5. Occupational Outlook Handbook - publication of BLS which is a comprehensive guide of more than 200 of today's occupations and tomorrow's hiring trends based on BLS research

a. Employment statistics

b. Earnings

6. "Occupational Outlook Quarterly" - publication of BLS updates changing career opportunities and provides practical, "how to do it" information on choosing and getting today's and tomorrow's jobs.

B. Sources for Missouri statistics

1. Missouri Department of Labor and Industrial Relations
Division of Employment Security
P.O. Box 59
Jefferson City, MO 65104

2. Inquire at area Chamber of Commerce

3. Inquire at area Job Service

4. Maintain clipping file from newspaper

III. Public Sources of Occupational Information

A. Occupational Outlook Handbook (BLS publication)

1. Nature of the work

2. Working conditions

3. Employment

4. Training, other qualifications, and advancement

5. Job outlook

6. Earnings

7. Related occupations

8. Sources of additional information

B. VIEW materials

NOTE: For more information, contact:

Dr. James H. Grogan, Missouri VIEW Director
Missouri VIEW Program
15875 New Halls Ferry Road
Florissant, MO 63031
(314) 831-7100

1. Missouri VIEW (MOVIEW-1985-86 Version) - a microfiche system with 1985-86 occupational and vocational information including salaries and employment opportunities in the State of Missouri on some 600 careers, and locations of training sites consisting of colleges, junior colleges and area vocational-technical schools in all 50 states. A comprehensive military job information system is also included.

2. Basic VIEW (1985-86 Version) - a microfiche system with 1985-86 occupational information including salaries and employment opportunities in the State of Missouri on some 200 careers. This program is written for high school students and adults who have some reading difficulty.

3. Micro VIEW (1985-86 Version) - a microcomputer career decision making program based on such factors as likes and dislikes, strengths and weaknesses; to be used in conjunction with the Missouri VIEW microfiche system (Apple TRS-80, and Commodore 64 versions). A new component is the Holland Self-Directed Search coding system.

4. Micro Basic VIEW (1985-86 Version) - microcomputer career decision making program for low reading level based on such factors as likes and dislikes, strengths and weaknesses; to be used in conjunction with Basic VIEW microfiche system (Apple, TRS-80, and Commodore 64 versions).

5. Search and Learn (1985-86 Version) - the 1985-86 microcomputer system combining Missouri VIEW and Micro VIEW. It contains the original career decision making component and all the occupational information that is currently in Missouri VIEW on microfiche. It does not include the training site information but does contain the Holland Self-Directed Search coding system component (Apple, TRS-80, and Commodore 64 versions).

6. Basic Search and Learn (1985-86 Version) - the 1985-86 microcomputer version combining Basic VIEW and Micro Basic VIEW. It contains the original career decision making component from micro Basic VIEW and the occupational information directly on Basic VIEW microfiche. (Apple, TRS-80, and Commodore 64 versions).

7. Holland Self-Directed Search Coding System - this new component is included on the four different software versions so there is no extra cost (this program cannot be purchased separately). This option allows the individual's code letters to be keyboarded, and the computer will identify job matches (Apple, TRS-80, and Commodore 64 versions).

C. Missouri Statewide Job Placement Service - supported by the State Department of Education and sponsored by State Fair Community College placement service is provided primarily to students and graduates of vocational-technical programs in area vocational schools and community colleges (nonstudents with vocational-technical skills may receive assistance at some centers)

1. Available at 71 schools: 55 area vocational schools and 16 community colleges; main office is located at State Fair Community College in Sedalia, Missouri

2. Central distribution for vocational-technical jobs

3. Assistance in obtaining employment

4. Collect employment follow-up data on program graduates

5. Provide in-service training to develop staff in the various Missouri Statewide Job Placement Service centers

6. Coordinates statewide marketing plans for the 71 schools

D. Job Service (Missouri Department of Labor and Industrial Relations, Division of Employment Security)

1. No charge for any service

2. Aptitude test

3. Interest test

4. Skill tests in typing and shorthand

5. Personalized counseling

6. Labor market information

7. Computerized job bank system

a. Access to job openings in community, State of Missouri, and nationally

b. Updated daily

c. Inventory of 10,000 jobs at all times

d. Employment interview appointment service

8. Tips on getting a job

9. Tips on retaining a job

E. Missouri Merit System - "civil service" system of personnel administration

1. Approximately 1100 different job classifications

2. Competitive selection and advancement of employees based on level of ability, knowledge, and skill which is determined by testing

3. Certification - process of issuing the names of persons who have high ranking in merit system to a state agency for consideration to fill a vacant position

4. Information may be obtained from Job Service offices or by writing to:

   Personnel Division
   Office of Administration
   P.O. Box 388
   Jefferson City, MO 65101

F. Vocational-Technical Education Consortium of States (V-TECS)

1. Job competencies - interview and survey incumbent workers in actual job environment

2. Catalog - description of a specific occupation which includes duty; task; standard; conditions for performance of task; performance guide elements; source of standard; duties and tasks cross-reference tables; equipment, tool, and work aid list; bibliography of sources of standards; bibliography of the "state of the art" literature; V-TECS guide for instructor's use

3. Information for V-TECS available:

   Curriculum Publications Clearinghouse
   Western Illinois University
   Horrabin Hall 46
   Macomb, IL 61455
   Toll free information in Illinois: 800-322-3905
   Outside Illinois: 309-298-1917

G. Office of Personnel Management - oversees hiring for all U.S. Government civilian jobs

1. Fills jobs in wide variety of professional, technical, clerical, craft, and other occupations

2. Jobs are available in Washington, D.C., throughout the U.S., and overseas

3. Hiring based on merit, as determined by results of examinations and ratings of experience and/or education

4. Examinations given several times a year in cities throughout the nation; tests for entry-level professional positions given at many universities

5. Most post offices and local Job Service offices have applications and information on job opportunities. Also, information may be obtained by writing to:

   U.S. Office of Personnel Management
   Washington, D.C. 20415

H. College placement offices - assistance to college's own students and graduates who have registered with the placement service

1. Counsels students in interview techniques and resume preparation

2. Student credentials which include data sheet, resume, and transcripts are sent to prospective employers

3. Free service or for a small fee

4. On-campus interviews by prospective employers

5. May be used indefinitely

I. Nationwide printed references - available at the local library

1. Standard and Poor's Register of Corporations, Directors, and Executives - alphabetic listing of approximately 72,000 U.S. corporations, directors, and executives; includes business affiliations, official titles, business addresses, business telephone numbers, colleges attended, and years of graduation

2. Dun and Bradstreet's Million Dollar, Half Million Dollar, and Middle Market Directories - lists corporate names, addresses, telephone numbers, offices, principal products or services, salary ranges, number of employees, and top managers

3. Standard and Poor's Stock Reports - detailed profiles of major industries; compares revenue earned by companies in the field; covers stock performance includes lists of products or services

4. Moody's Industrial Manual - covers firms whose securities are traded, reporting earnings, balance sheets, and ratings; Moody's also publishes books on banks, public utilities, transportation organizations, and real estate firms; provides brief histories of the organizations, office addresses, assets and liabilities, stock information and bond ratings

5. Thomas' Register of American Manufacturers - lists all major American manufacturers; provides company names and addresses, major products, and catalogs of manufacturers' products

J. Military alternatives and requirements

1. Service branches

a. Army - mission is to protect the security of the United States and its vital resources; needs about 130,000 new enlistees each year

b. Navy - mission is to defend the right of the U.S. and its allies to travel and trade freely on the world's oceans and helps protect the country during times of international conflict; recruits about 100,000 officers and enlisted people each year

c. Air Force - mission is to preserve the United States as a free nation through the use of technologically-advanced aerospace resources; recruits about 60,000 persons each year

d. Marine Corps - mission is unique among the five services; marines serve on U.S. Navy ships, protect Naval bases, guard U.S. embassies abroad, and serve as an ever-ready strike force to protect the interest of the U.S. anywhere in the world; recruits about 50,000 persons each year

e. Coast Guard - mission is protecting America's coastlines and inland waterways by enforcing customs and fishing laws, combating drug smuggling, conducting search and rescue missions, maintaining lighthouses, and promoting boating safety. The Coast Guard is part of the Department of Transportation; in time of war it may be placed in the Department of Defense under the command of the Navy. Requires about 5,000 enlistees each year.

2. Armed Services Vocational Aptitude Battery (ASVAB) - a resource for exploring available military occupations

   a. Matches aptitudes to occupations

   b. Estimates chances of qualifying for entry into military occupations

   c. If you have not taken the ASVAB and would like to, ask the school counselor for information

3. General enlistment qualifications - (each service sets its own enlistment standards)

   a. Age - between 17 and 35 years (consent of parent or legal guardian required if 17)

   b. Citizenship status - must be either

      (1) U.S. citizen

      (2) An immigrant alien legally admitted to the U.S. for permanent residence and possessing an immigration and naturalization form

   c. Physical condition - must meet minimum standards for height, weight, vision, and overall health

   d. Education - evidence of high school graduation is desired by all services and is a requirement under most enlistment options

   e. Aptitude - must achieve minimum entry score on the ASVAB as required by the particular service and occupation

f. Moral character - to screen out persons likely to become disciplinary problems, standards cover court convictions, juvenile delinquency, arrests, and drug use

g. Marital status and dependents - may be either single or married; however, single persons with one or more minor dependents are not eligible for enlistment into military service

h. Waivers - on a case-by-case basis, exceptions (waivers) are granted by individual services for some of the above qualification requirements

4. Entering the military

   a. Talking with a recruiter

   b. Qualifying for enlistment

   c. Meeting with a service classifier - this military career information specialist helps applicants select a military occupational field

   d. Enlisting in the service

5. Military training

   a. Recruit training (or basic training) - depending on the service branch, lasts from six to ten weeks; rigorous orientation including training in military skills, health, and first aid

   b. Job training (also called technical or skill training) - typically 10 to 20 weeks of classroom and on the job training are required to learn job specialities

   c. Continuing education - many programs available

6. Duty assignment - travel is required; transfers to different bases after one, two, or three year tours of duty

7. Women in the military - Federal laws and policies restrict women from entering direct combat-related occupations; eligible to enter almost 90 percent of all military job specialities

8. Pay and benefits

   a. All five services on same pay scale

   b. Enlisted pay grades - nine grades

   c. Basic pay - pay grade and total years of service determine basic pay

   d. Incentives and special pay - for certain types of duties

e. Allowances - may be eligible for allowances for quarters (housing) and subsistence (food)

f. Employment benefits - vacation of 30 days per year; medical, dental, and eye care; continuing education; recreational programs; exchange and commissary privileges; legal assistance

g. Retirement benefits - may retire after 20 years of active duty and receive one-half of basic pay, medical care, and commissary - exchange privileges

h. Veteran's benefits - home loans; hospitalization, survivor benefits, educational benefits, disability benefits

9. Military career fields - business related

a. Computer programmers

b. Computer systems analysts

c. Accounting specialists

d. Administrative support specialists

e. Computer operators

f. Court reporters

g. Data entry specialists

h. Payroll specialists

i. Personnel specialists

j. Sales and stock specialists

k. Secretaries and stenographers

l. Shipping and receiving specialists

m. Stock and inventory specialists

n. Teletype operators

K. Other public sources

1. School guidance counselor - specially trained to counsel students about occupations; access to many sources of occupational information

2. Nonprofit employment agencies, such as YWCA or YMCA

3. Chamber of Commerce - contact the one in the town in which you wish to seek employment

IV. Private Sources of Occupational Information

A. Classified "want ads" in newspapers and trade journals

1. Public libraries subscribe to many of them

2. Listed under type of occupation

3. Inquiry by specific company

4. "Blind" ads

a. Do not identify company

b. May not be real job - may be an attention grabber; gimmick

B. Private employment agencies - firms whose business is to help people find employment with other firms

1. Recruit people for employment with other companies

2. Arrange interviews between applicants and potential employers

3. Mostly permanent jobs, though part-time and temporary jobs may be listed

4. Fee payment required when job is actually accepted - possibly paid by employer, otherwise paid by person employed through the agency

5. Consider registering with more than one employment agency

C. Temporary employment agencies or services - firms whose business is to provide assistance in handling excess or special workloads

1. Recruits, tests and employs people with various skills

2. Carefully matches employee with needs of the customer

3. Assigns employees to work in customer's workplace

4. Advantages for employees

a. Variety in work experience

b. Challenge of adaptability

c. Short-term

d. Recommendations for future employment

e. Possibility of future full-time employment

f. Training programs

g. Meet new people

h. No fee is required

5. Disadvantages for employees

a. Periods without work

b. Usually lower pay than permanent jobs

c. Frequent placement changes

d. Less familiar work

e. Usually fewer benefits

6. To find temporary work

a. Call temporary help firms in the telephone directory yellow pages

b. Watch for ads in the local newspapers

c. Register with more than one temporary service for broadest choice of assignments

7. Types of temporary work - typical usage

a. Word and data processing operators - one of the most rapidly growing areas

b. Business systems analysts

c. Computer programmers

d. Accountants

e. Bookkeepers

f. Consultants

g. Auditors

h. Payroll clerks

i. Records management specialists

j. Business machines operators

k. Secretaries of varying skill levels

l. Transcribers

m. Switchboard/PBX and TWX/teletype operators

n. Statistical and other typists

D. Other private sources

1. Relatives, friends, and neighbors - ask them for information about job openings

2. Contact potential employer directly

V. Business and Office Job Cluster

Comprised of jobs grouped by related instructional programs that prepare individuals for a variety of activities in planning, organizing, directing, and controlling all business office systems and procedures. Includes preparing, transcribing, systematizing, and preserving written communications and records; preparing and analyzing financial records; collecting accounts and receiving and disbursing monies; gathering, processing and distributing information and mail; operating office machines and electronic data processing equipment; storing, distributing, and accounting for inventories of materials; operating telephone switchboards and delivering messages; and performing other business office duties

A. Accounting/bookkeeping

1. Systematize information about transactions and activities into accounts and quantitative records

2. Verify accuracy of data by applying auditing principles

3. Prepare budgets and financial reports

4. Operate computers utilizing computer software

5. Pay and receive money

6. Job titles - accountant, auditor, accounts receivable/payable clerk, budget officer, FBI special agent, purchasing agent

B. Banking/financial

1. Perform banking or financial services

2. Credit collection

3. Route notes and drafts through the banking system

4. Receive and pay out money

5. Process loans

6. Process insurance claims

7. Job titles - bank manager, bank officer, credit analyst, insurance underwriter, real estate appraiser, stock broker, financial analyst, credit collection clerk, insurance clerk, loan clerk, teller

C. Business data processing

1. Analyze and design data processing system configurations

2. Write, test, monitor, debug, and maintain data processing programs

3. Operate computers and peripheral and data entry equipment

4. Job titles - computer programmer, systems analyst, computer operator, data entry clerk

D. Office supervision and management

1. Supervise employees

2. Budget, analyze, and coordinate clerical and other office activities

3. Evaluate, organize, and/or revise office operations and procedures to establish uniformity in handling correspondence, records, and other materials

4. Design various office layouts to facilitate maximum production and efficiency

5. Evaluate employee records

6. Coordinate activities of clerical department and workers

7. Job titles - office manager, supervisor, entrepreneur

E. Personnel and training

1. Plan for employment

2. Recruit, select, and orient employees

3. Perform career training and development, counseling and performance evaluation for employees

4. Handle employee compensation and protection

5. Coordinate labor relations

6. Implement and enforce equal opportunity programs

7. Handle employee discipline, control, and assessment of personnel roles

8. Job titles - personnel management specialist, labor relations specialist, wage and hour compliance specialist, rehabilitation counselor, trainer, personnel clerk

F. Secretarial/stenographic

1. Record and transcribe communications

2. Provide administrative support

3. Job titles - administrative assistant, court reporter, legal secretary, medical secretary, secretary, stenographer, word processor

G. Clerical/typing and general office

1. Record, duplicate, and retrieve data

2. Classify, sort and file correspondence, records, and other data

3. Coordinate shipping and receiving

4. Maintain stock and inventory records

5. Operate and maintain office machines

6. Job titles - clerk typist, correspondence clerk, general office clerk, mail and order clerk, receptionist, shipping clerk

G. Selected job titles from the business and office job cluster

1. Accountant

a. Nature of the work - prepare, analyze, and verify financial reports that furnish up-to-date financial information for managers; four major fields include:

(1) Public accountant has own business

(2) Management or private accountant handles the financial records of his/her company

(3) Internal auditor verifies accuracy of his/her company's financial records and checks for fraud or waste

(4) Government accountant examines government agency records and audits private businesses and individuals who are regulated by the government

b. Job outlook - demand expected to grow faster than the average for all occupations.

2. Information processing specialist

   a. Nature of the work - in the late 1980's, many businesses will be networking information processing to link together the information processing areas of data processing, word processing, optical character recognition, micrographics, reprographics, computer graphics, dictation equipment, telephone, electronic mail, and voice mail; the specialist will coordinate these segments and provide information for the user.

   b. Job outlook - demand expected to increase as more companies link their information processing areas.

3. Paralegal assistant (legal assistant)

   a. Nature of the work - does background work for the lawyer; investigates the facts of a case; researches relevant laws and judicial decisions; prepares written reports suggesting how the case should be handled; helps draft documents.

   b. Job outlook - demand expected to increase significantly through the mid- 1990's.

4. Data entry clerk

   a. Nature of the work - all computer systems require specialized workers to enter data and instructions, operate the computer, and retrieve the results; data entry clerks enter information into computer systems through terminals that store data on tapes or disks; some companies may still record data on cards from keypunch machines.

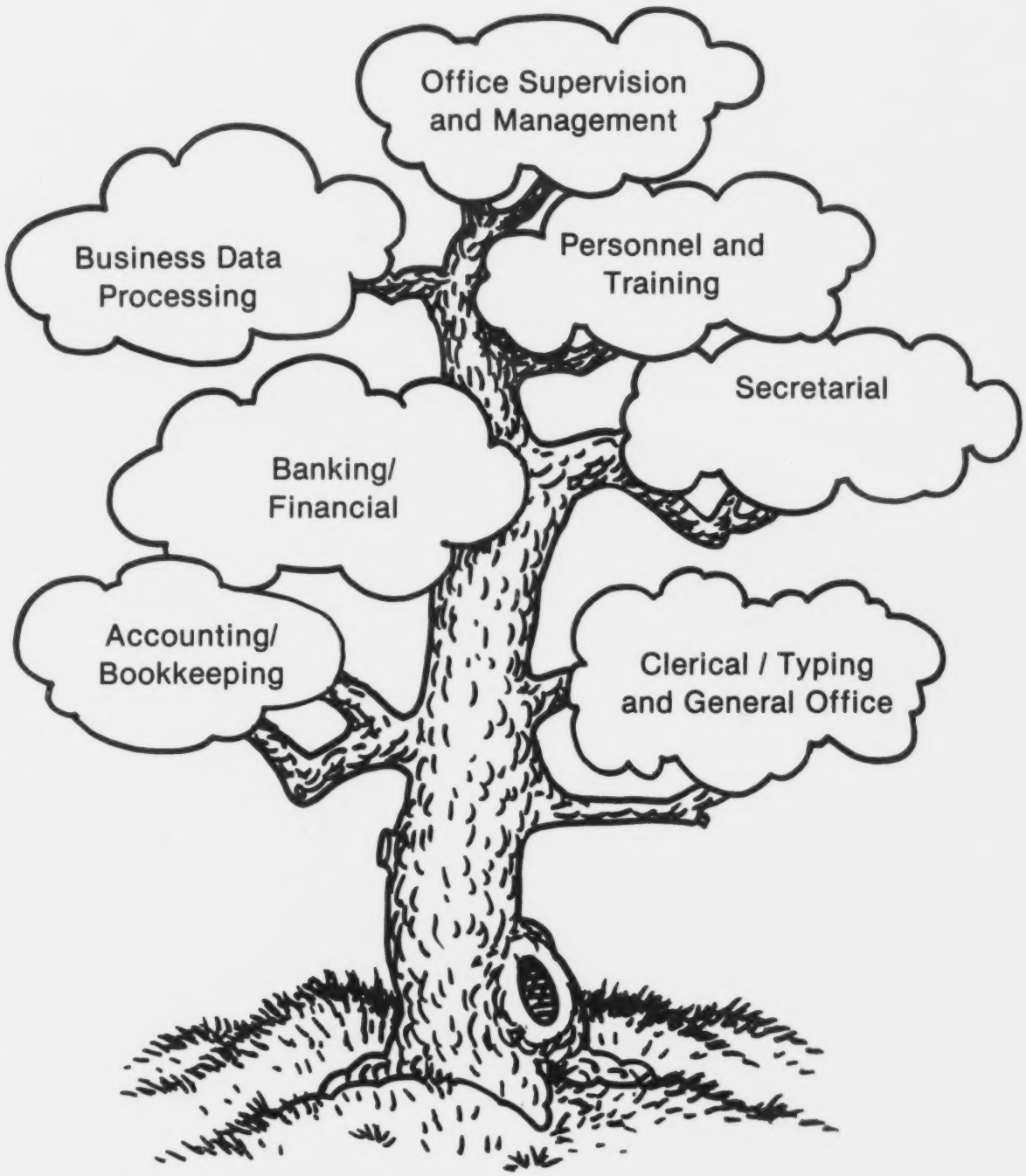
   b. Job outlook - though many openings will occur each year, improvements in data processing technology will reduce demand for data entry clerks; the primary reason for the decline is the increased use of direct data entry by on-site computer terminals, special scanners, and other devices.

5. Administrative assistant

   a. Nature of the work - performs a full range of secretarial and administrative duties for a high-level member of the executive staff; handles project-oriented duties and may be held accountable for the timely completion of these tasks; relieves executives of routine administrative details; requires an in-depth knowledge of company practice and structure and a high degree of technical skills.

   b. Job outlook - demand expected to increase for these highly-qualified persons

Family Tree for Business and Office Cluster



Job Family:
Accounting / Bookkeeping

JOB TITLES:

- Accountant
- Auditor
- Budget Officer
- Purchasing Agent
- Bookkeeper
- Accounts Receivable Clerk
- Accounts Payable Clerk

Job Family:
Banking / Financial

JOB TITLES:

- Bank Manager
- Bank Officer
- Credit Analyst
- Insurance Underwriter
- Stock Broker
- Financial Analyst
- Loan Clerk
- Insurance Clerk

Job Family:
Business Data Processing

JOB TITLES:

- Systems Analyst
- Computer Progammer
- Computer Operator
- Data Entry Clerk

Job Family:
Office Supervision and Management

JOB TITLES:

- Entrepreneur
- Office Manager
- Supervisor

Job Family: Personnel and Training

JOB TITLES:

- Personnel Management Specialist
- Labor Relations Specialist
- Wage and Hour Compliance Specialist
- Rehabilitation Counselor
- Trainer
- Personnel Clerk

Job Family:
Secretarial / Stenographic

JOB TITLES:

- Administrative Assistant
- Court Reporter
- Legal Secretary
- Medical Secretary
- Secretary
- Word Processing Specialist

Job Family:
Clerical / Typing and General Office

JOB TITLES:

- Clerk Typist
- Correspondence Clerk
- General Office Clerk
- Mail Order Clerk
- Receptionist
- Shipping Clerk

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

ASSIGNMENT SHEET 1--USING REFERENCE MATERIALS

Directions: Read the explanatory materials and then complete the information requested by using the reference work assigned by your instructor.

a. TITLE PAGE which is located at the front of the reference work gives the author or editor, the date, edition number, name, and location of the publisher. It also indicates the author's credentials and the year of publication.

1. Title of reference:_____
2. Author: _____
3. Editor:_____
4. Department (if given):_____
5. Publishing company:_____
6. Publisher's address (city, state):_____
7. Author's title (if given):_____
8. Date of publication:_____

b. PREFACE or FOREWORD which is located at the front of the reference work is designed to help the user understand features of the work and how to use them. It is the user's guide to the references.

1. Purpose of this reference:
   _____
   _____
2. User instructions:
   _____
   _____

c. TABLE OF CONTENTS which is located at the front of the reference work gives consecutive listing of chapter and unit titles, listing of tables, charts, and illustrations, and page numbers.

1. Number of units:_____
2. Unit title which sounds most interesting:_____
3. Beginning page number of that unit:_____
4. Number of chapters:_____
5. Chapter title which sounds most interesting:_____
6. Beginning page number of that chapter:_____
7. Number of tables:_____
8. Name of table 1:_____
9. Page number of table 1:_____
10. Number of charts:_____
11. Name of chart 1:_____
12. Page number of chart 1:_____

d. INDEX which is located at the back of the reference work is an alphabetical list of all subjects in the reference work, including the corresponding page numbers. It is designed to enable the user to quickly find the desired topic.

1. First listing in letter "A" grouping:_____
2. Page number of that listing:_____
3. First listing in letter "M" grouping:_____
4. Page number of that listing:_____

e. CROSS-REFERENCED INDEX is a more extensive index which refers user to related subjects for additional information. It is integrated with the regular index and includes page numbers.

1. First cross-referenced item in letter "A" grouping:_____
2. First cross-referenced item in letter "M" grouping:_____

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

ASSIGNMENT SHEET 2--CAREER RESEARCH

Directions: Select a reference work (either print or computer assisted) to research a job. Have your instructor approve both the reference work and the career you wish to research.

Job Title:_____ Approved: _____

Reference: _____ Approved: _____

1. Employment outlook:
   a. Current employment opportunities
      _____
      _____
   b. Future employment opportunities
      _____
      _____
   c. Salary range
      _____
      _____
2. Nature of the work:
   a. What physical activities would be performed?
      _____
      _____
   b. What equipment would be operated?
      _____
      _____
   c. What is the work of a typical day, week, and month?
      _____
      _____
      _____
      _____
      _____
   d. What are the important responsibilities of the job?
      _____
      _____
   e. What are any unpleasant tasks to be performed?
      _____
      _____
   f. Is travel involved in the work? _____

g. In what kind of environment is the work performed?

_____

_____

h. Does the worker perform this job with others or alone? _____

i. Is the worker under supervision or does he/she supervise others? _____

j. Will the worker be exposed to sudden changes of temperature, offensive odors, moving objects, or other hazards? _____

k. Does the job involve doing the same thing all day, or is there a variety of things to do?

_____

l. Is there a paid vacation? _____

m. If there is a paid vacation, how long is it? _____

n. Is the employment steady or is it seasonal? _____

o. Are the hours regular or irregular? _____

p. Would there be overtime, night work, Sunday, or holiday work? _____

q. Will the salary or wages be sufficient to maintain a desirable life style? _____

3. Qualifications:

a. What special aptitudes and interests are needed to qualify for the career?

_____

_____

b. What education or training is required? _____

_____

c. Is there a career path for advancement? If so, what is it? _____

_____

_____

d. What are related occupations? _____

_____

Directions: After researching this job, indicate which aspects of the job are positive or negative to you and state the reason for your selected answer.

1. Employment Outlook Positive ____ Negative ____
   Reason: _____

   _____

2. Nature of the Work Positive ____ Negative ____
   Reason: _____

   _____

3. Salary or Wages Positive ____ Negative ____
Reason: _____

_____

4. Qualifications Positive ____ Negative ____
Reason: _____

_____

5. Career Path for Advancement Positive ____ Negative ____
Reason: _____

_____

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

ASSIGNMENT SHEET 3--FACTS ABOUT A NATIONAL COMPANY

Directions: Select a reference work to use to research a nationally known company. Have your instructor approve both the company and the reference.

Company Name: _____ **Approved:** _____

Reference: _____ **Approved:** _____

1. **Company Address:** _____

   _____

2. **Company Telephone:** _____
3. **Number of Employees:** _____
4. **Production or Services Company Provides:** _____

   _____

5. **Competitors:** _____

   _____

6. **Amount of Assets: $** _____
7. **Stock Market Status:** _____
8. **Is the Company Growing?** _____
9. **Name of Chief Executive Officer (CEO):** _____
10. **Education of CEO:** _____
11. **School CEO Attended:** _____
12. **Year CEO Graduated:** _____

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

ASSIGNMENT SHEET 4--OFFICE VISITATION

Directions: Review this form carefully prior to your office visitation and complete it the day of the visit.

1. Name of Business: _____
2. Product or Service of Business: _____
3. Name of Person Visited in Firm: _____
4. Person's Job Title: _____

Circle YES or NO to indicate your answer to each question.

5. Business Surroundings

a. Clean, bright, and attractive surroundings	YES	NO
b. Colorful, functional, and comfortable furniture	YES	NO
c. Air-conditioned or adequately heated	YES	NO
d. Accoustically pleasing and relatively quiet	YES	NO
e. Contributes to concentration and acceptable work	YES	NO

6. Grooming and Dress

a. Well groomed	YES	NO
b. Clean	YES	NO
c. Neatly dressed	YES	NO
d. Appropriate attire	YES	NO

7. Courteous Use of Telephone YES NO

8. Courteous to Customers YES NO

9. Courteous to Co-workers YES NO

10. Business Machines Used:

TYPE	BRAND
_____	_____
_____	_____
_____	_____
_____	_____

11. Computer Used:
Brand: _____

Software Used: _____

12. Major Tasks Performed: _____

_____

_____

_____

13. Skills Required for Job Entry: _____

14. Career Path (for advancement): _____

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

ASSIGNMENT SHEET 5--JOB INTERVIEW INFORMATION

Directions: The job information interview gives you the opportunity to ask experts for advice and pointers that you may not be able to find anywhere else. Discuss with the instructor the person you wish to interview. You should call his/her office and make an appointment.

After the interview is arranged, prepare your questions carefully. When the interview is completed, thank the person for taking time to participate in the interview. Use the questions below as a basis for the interview. Complete this form the same day as the interview.

Interviewee: _____ Job Title: _____

1. How did you get started in this occupation? _____

   _____

2. If you had a family member starting in this field, what advice would you give that person?

   _____

   _____

   _____

3. Are there any particular areas of this field with better opportunities that I should consider?

   _____

   _____

4. What were the jobs that you had which led to this job? _____

   _____

5. What are the major job duties? _____

   _____

6. What do you enjoy most about the work? _____

   _____

7. What do you enjoy least about the work? _____

   _____

8. What are the salary ranges for various levels in this field? _____

   _____

9. How can a person keep current in this field? _____

   _____

10. How do you see the jobs in this field changing over the next two years? _____

    _____

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

ASSIGNMENT SHEET 6--ANALYSIS OF WANT ADS

Directions: Cut out three want ads from a current newspaper which pertain to job opportunities in business. Using the information in the ads, complete the forms below. Then staple the ads in the space provided at the end of this assignment.

JOB 1

Company:	
Contact Person:	
Address:	
Phone Number:	
Job Title:	
Education Required:	
Experience Required:	
Skills Required:	
Other Qualifications:	
Job Description:	
Full-time:	
Part-time:	
Hours:	
Salary or Wages:	

JOB 2

Company:	
Contact Person:	
Address:	
Phone Number:	
Job Title:	
Education Required:	
Experience Required:	
Skills Required:	
Other Qualifications:	
Job Description:	
Full-time:	
Part-time:	
Hours:	
Salary or Wages:	

JOB 3

Company:	
Contact Person:	
Address:	
Phone Number:	
Job Title:	
Education Required:	
Experience Required:	
Skills Required:	
Other Qualifications:	
Job Description:	
Full-time:	
Part-time:	
Hours:	
Salary or Wages:	

Rank the want ads by preference and staple them in the spaces provided.

JOB 1 - Want Ad
(Most Preferred)

JOB 2 - Want Ad

JOB 3-Want Ad
(Least Preferred)

ASSIGNMENT SHEET 7--A DAY IN AN OFFICE (A PLAY)

Setting: This is an office scene. Provide for an office atmosphere in an appropriate place in the classroom. Give the illusion of two adjoining offices.

Furniture: Two desks, four chairs

Equipment: Two telephones (one for each desk), stapler, overhead projector and screen, computer for the receptionist's desk.

Materials: Several manila folders, strip of adding machine tape, shorthand notebook, two pens, invoice, several letters, magazine, small notepad.

Suggestion for Presentation of the Play:
Ask a shorthand student or teacher to visit the class. Using the overhead projector, observe the teacher or student write shorthand as Mr. Incharge dictates the letter.

Cast:

Announcer
Mr. Incharge, Office Manager
Ms. Greeter, Receptionist
Ms. Parker, Customer
Mr. Herb Researcher, Office Visitor
Mr. Steno, Stenographer
Ms. Filer, File Clerk
Mr. Voucher, Bookkeeper

SCENE ONE:

(Mr. Incharge and Ms. Greeter are seated at their desks. The announcer enters.)

Announcer: A receptionist is important to an organization. When telephoning or visiting the office, callers receive their first impressions by the contact with the receptionist. This scene takes place in the office manager's office and the adjoining reception area.
The name of the organization is Information Unlimited. The time is 10:00 a.m. In Scene One you will meet Mr. Incharge, office manager; Ms. Greeter, receptionist; and Mr. Herb Researcher, an office visitor. The scene opens as Ms. Greeter is keyboarding and Mr. Incharge is reading correspondence. Mr. Researcher enters and approaches Ms. Greeter's desk.

Ms. Greeter: Good morning. May I help you?

Mr. Researcher: Yes, I am Herb Researcher. I have a ten o'clock appointment with Mr. Incharge.

Ms. Greeter: Mr. Incharge is expecting you. Will you please have a seat? I will tell Mr. Incharge you are here as soon as he is finished with his conference call.

Mr. Researcher: Thank you. (He sits in the visitor chair.)

Ms. Greeter: Mr. Incharge should be finished with his call in a few minutes. Would you like to look at one of our publications while you wait? (She offers him a magazine.)

Mr. Researcher: Yes I would. Thank you.

Ms. Greeter: (Telephone rings) Good morning, Information Unlimited, Ms. Greeter speaking. (Pause) Mr. Blank is attending a meeting this morning. May I take a message or have him call you this afternoon? (Makes notes) I will leave the message in his computer message board. (Pause) You're welcome. (Ms. Greeter notices that Mr. Incharge has finished his call, and buzzes his desk.)

Mr. Incharge: Yes, Ms. Greeter?

Ms. Greeter: Mr. Researcher is here for his appointment.

Mr. Incharge: I am ready to see him now.

Ms. Greeter: Thank you. (Turns to Mr. Researcher) Mr. Incharge will see you now. You may go in.

Mr. Researcher: Thank you.
(Mr. Researcher goes "into" Mr. Incharge's office and shakes hands with Mr. Incharge.) I am Herb Researcher of the Job Book Company. Thank you for seeing me. I am gathering information on attitudes that are necessary for succeeding on the job.

Mr. Incharge: I'm glad to help you.

SCENE CLOSES

SCENE TWO

Setting: Same as Scene One

(Mr. Incharge is seated at his desk, Mr. Steno is seated in the chair by Mr. Incharge's desk. Ms. Greeter is at her desk keyboarding. The announcer enters.)

Announcer: Office work covers a variety of duties. In this scene you will meet people in various jobs. The characters are: Mr. Incharge, office manager, who is responsible for the proper functioning and output of the office; Mr. Steno, a stenographer who has excellent shorthand skills and is a part of the word processing pool where the correspondence is keyboarded on the computer and printed; Ms. Filer, a file clerk who places office forms into the filing cabinet and efficiently retrieves them later; and Mr. Voucher, a bookkeeper who systematically verifies and records pertinent numbers and money amounts for the business.

Mr. Incharge: Mr. Steno, will you please take a letter.

Mr. Steno: Yes sir. (He has his shorthand notebook and pen ready.)

Mr. Incharge: This letter is to Mr. Herb Researcher. (Mr. Steno begins to write in the notebook; if possible, another person is writing the shorthand on a transparency on the overhead projector.) Mr. Herb Researcher: Job Book Company, 2133 Information Street, Midtown, MO 65299. Dear Mr. Researcher: As you requested, I am sending you a list of attitudes that are necessary to be successful as an office worker. Paragraph. In considering the traits that are most important for all office workers, my list is as follows: loyalty, dependability, cooperation, and tact. They must be willing to follow instructions. Paragraph. If we can help you in any other way, please let us know. Sincerely, I.R. Incharge, Office Manager, Information Unlimited. Please make a copy for the files.

Mr. Steno: Mr. Incharge, is there anything else you would like for me to do?

Mr. Incharge: Thank you, that will be all. (Mr. Steno leaves the scene. Mr. Incharge buzzes Ms. Greeter.)

Ms. Greeter: Yes, may I help you, Mr. Incharge?

Mr. Incharge: Will you call Ms. Filer and ask her to bring the Book Nook Company file?

Ms. Greeter: Certainly. (Dials phone) Ms. Filer, this is Ms. Greeter. Will you bring the Book Nook Company file to Mr. Incharge's office. (Pause) Thank you. (Buzzes Mr. Incharge) Ms. Filer will be here right away.

Ms. Filer: (Carrying a manila folder with several items in it, she approaches Mr. Incharge's desk.) Here is the Book Nook Company file, Mr. Incharge. May I find something for you?

Mr. Incharge: Yes, will you give me the Mary Parker correspondence?

Ms. Filer: Yes, just a minute. (Thumbs through the file) Here you are sir. (Hands him a letter)

Mr. Incharge: Thank you, Ms. Filer. That is all I needed. Just leave the file with me.

Ms. Filer: (Hands the folder to Mr. Incharge) You're welcome, Mr. Incharge. (Exits; Mr. Incharge buzzes Ms. Greeter.)

Mr. Incharge: Ms. Greeter, will you ask Mr. Voucher to bring the figures for the Book Nook Company account? Mary Parker tells me there is still an error on their account.

Ms. Greeter: I'll be glad to do that. (Dials phone) Mr. Voucher, Mr. Incharge would like for you to bring the figures on the Book Nook Company's account. Ms. Parker thinks there is still a mistake on their account. (Pause) We'll see you then. (Buzzes Mr. Incharge)

Mr. Incharge: Yes, Ms. Greeter?

Ms. Greeter: Mr. Voucher is bringing the purchase orders and invoices for the Book Nook Company account.

Mr. Incharge: Thank you, Ms. Greeter. (Mr. Voucher approaches Mr. Incharge's desk.)

Mr. Incharge: Come in, Mr. Voucher. Have a seat. Mary Parker tells me she thinks there is still an error on their account. (Hands Mr. Voucher a letter) This is the correspondence we have had from her.

Mr. Voucher: (Looks at the letter) Here is the Book Nook purchase order, invoice, and payment records. I have rechecked the figures. Here is the adding machine tape. (He hands Mr. Incharge the adding machine tape, and the other papers.)

Mr. Incharge: Uhm... (Checks figures on the tape with those on the other papers) Yes, everything seems to be in order. Thank you, Mr. Voucher. I will call Ms. Parker. (Mr. Voucher smiles and nods.)

Mr. Voucher: If I can help, let me know. (Exits) (Mr. Incharge buzzes Ms. Greeter.)

Mr. Incharge: Ms. Greeter, will you get Mary Parker on the phone?

Ms. Greeter: Yes, sir. (Dials phone.)

THE END

ASSIGNMENT SHEET 7--A DAY IN AN OFFICE

Discussion Questions

1. Describe the role of the receptionist, such as Ms. Greeter, in an organization.

2. What effect would there be on the organization if the receptionist did not fulfill his/her role properly?

3. Describe the need for coordination of effort by the employees in an office.

4. Give examples from the play which illustrate that the employees work together as a unit in the organization.

5. Describe the need for using human relations skills among the employees.

6. Give examples of forms of communications which were used in the play.

SOURCES FOR INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

KEY TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1--USING REFERENCE MATERIALS

The answers to Assignment Sheet 1 will vary according to the reference work that the student uses to complete the assignment. In section "d" and section "e" the letter assigned could be changed for the various students to increase the group awareness of indexes.

ASSIGNMENT SHEET 2--CAREER RESEARCH

The answers to Assignment Sheet 2 will vary according to the choice of reference work and the job title. The answers in the final section of the assignment will vary according to students' personal reasons.

ASSIGNMENT SHEET 3--FACTS ABOUT A NATIONAL COMPANY

The answers to Assignment Sheet 3 will vary according to the company researched.

ASSIGNMENT SHEET 4--OFFICE VISITATION

The answers to Assignment Sheet 4 will vary according to the students' perception of the office environment visited and the responses to questions asked.

ASSIGNMENT SHEET 5-- INTERVIEW INFORMATION

The answers to Assignment Sheet 5 will vary according to the responses received when the student conducts the interview.

ASSIGNMENT SHEET 6--ANALYSIS OF WANT ADS

The answers to Assignment Sheet 6 will vary according to the want ads selected for use in the assignments.

ASSIGNMENT SHEET 7--A DAY IN AN OFFICE

It is suggested that the class make changes in the play to incorporate concepts the students wish to convey to their selected audience.

Answers to the discussion questions may vary according to the student's perception.

1. The receptionist's primary role is to greet office visitors and callers. Since this gives a positive or negative first impression of the organization, it is extremely important for business. In addition to those external relations, the receptionist also has a role within the organization to help establish the desired rapport among the employees through the personal contacts which occur. The receptionists' role within the organization will vary from organization to organization.
2. If the receptionist's role is not properly fulfilled, visitors and callers to the organization will get negative feelings about the business which will adversely affect the organization. Depending upon the organizational role of the receptionist, the organization will experience a lessened amount of rapport and the organizational climate will be different, too.
3. The employees within an office must follow the established work flow to get the job done. This requires varying amounts of coordination depending upon work flow patterns. When an employee is absent, some offices have the work organized so that another employee can complete the absent employee's work.

4. In the play, the receptionist coordinates the flow of people visiting the office manager, Mr. Incharge. The file clerk files papers upon which various people have worked. Though the play does not give the details, the vouchers which Mr. Voucher, the bookkeeper, uses would have been preceded by requisitions, purchase orders, invoices, and receiving reports which would have been processed by various people.

5. It is necessary for employees to use good human relations skills to keep harmony within the work place. The use of those skills is also necessary for good relationships with the all-important customer.

6. a. Face to face speech
   b. Telephone
   c. Written
   d. Body language
   e. Computer message board

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

Name _____

TEST-PART I

1. Complete the statements by writing the appropriate word(s) in the space provided.

   a. The _____, a publication of the Bureau of Labor Statistics, is revised periodically.

   b. In Missouri, the source of official employment statistics is the Missouri Department of _____.

2. List three services provided by Job Service, Missouri Department of Labor and Industrial Relations, Division of Employment Security.

   a.

   b.

   c.

3. List three types of information available in the Occupational Outlook Handbook.

   a.

   b.

   c.

4. List three services provided to a college's own students and graduates who have registered with the college placement service.

   a.

   b.

   c.

5. _____ Register of Corporations, Directors, and Executives provides an alphabetic listing of 72,000 business directors and executives, which includes business affiliations, official titles, business addresses and telephone numbers.

6. List three characteristics of private employment agencies.

   a.

   b.

   c.

7. Match the job titles with the appropriate job family in the business and office job cluster.

_____	a.	Labor relations specialist	1.	Accounting/bookkeeping
_____	b.	Purchasing agent	2.	Banking/financial
_____	c.	Word processor	3.	Business data processing
_____	d.	Insurance underwriter	4.	Office supervision and management
_____	e.	Receptionist	5.	Personnel and training
_____	f.	Systems analyst	6.	Secretarial/stenographic
_____	g.	Entrepreneur	7.	Clerical/typing and general office

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

Name _____

TEST-PART II

Using the Occupational Outlook Handbook, answer the following questions about a purchasing agent:

1. List two other names for a purchasing agent.

   a.

   b.

2. List the three conditions which require the purchasing agent to buy supplies.

   a.

   b.

   c.

3. Since items are usually purchased from many sources, the purchasing agent's main job is selecting the supplier who offers the best value consistent with

   a.

   b.

   c.

4. Good business relationships should be developed with suppliers in order to

   a.

   b.

   c.

   d.

5. How many hours a week do purchasing agents generally work?

6. List six types of agencies or businesses which hire purchasing agents.

   a.

   b.

   c.

   d.

   e.

   f.

7. State the education which most large organizations and some small companies require for their purchasing agents.

8. List the certifications available for purchasing agents to enhance their chances for top management positions

   a.

   b.

   c.

9. How fast is employment of purchasing agents expected to increase through the mid-1990's?

10. What was the starting salary for college graduates hired as junior purchasing agents in 1983?

11. What was the average salary for assistant purchasing managers in 1983?

12. List other occupations in which the workers negotiate and contract to purchase equipment, supplies, or other merchandise buyers.

    a.

    b.

    c.

    d.

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

TEST KEY-PART I

1. a. Occupational Outlook Handbook
   b. Labor and Industrial Relations

2. The student should list any three of the following answers:

   a. Aptitude testing
   b. Interest testing
   c. Skill testing
   d. Personalized counseling
   e. Labor market information
   f. Specific job interview
   g. Tips on getting a job
   h. Tips on retaining a job

3. The student should list any three of the following answers:

   a. Nature of the work
   b. Working conditions
   c. Employment
   d. Training, other qualifications, and advancement
   e. Job outlook
   f. Earnings
   g. Related occupations
   h. Sources of additional information

4. a. Counseling students in interview techniques and resume preparation
   b. Send students' credentials to prospective employers
   c. On-campus interviews by prospective employers

5. Standard and Poor's

6. The student should list any three of the following answers:

   a. Recruit people for employment with other companies
   b. Arrange interviews between applicants and potential employers
   c. Mostly permanent jobs, though part-time and temporary jobs may be listed
   d. Fee payment required

7. a. 5
   b. 1
   c. 6
   d. 2
   e. 7
   f. 3
   g. 4

SOURCES OF INFORMATION AND OCCUPATIONAL REQUIREMENTS
UNIT III

TEST KEY-PART II

1. a. Industrial buyer
   b. Media buyer

2. a. When the stock on hand reaches a predetermined reorder point
   b. When a department in the organization requisitions items it needs
   c. When market conditions are especially favorable

3. a. Quality
   b. Service
   c. Price

4. a. Get cost savings
   b. Negotiate favorable payment terms
   c. Obtain quick delivery on emergency orders
   d. Secure help in obtaining scarce materials

5. A standard 35- to 40- hour week.

6. a. Manufacturing companies
   b. Construction companies
   c. Hospitals
   d. Schools
   e. Advertising firms
   f. Government agencies

7. Bachelor's degree

8. a. Certified Purchasing Manager (CPM)
   b. Professional Public Buyer (PPB)
   c. Certified Public Purchasing Officer (CPPO)

9. About as fast as the average for all occupations

10. a. $19,100

11. a. $35,600

12. a. Retail and wholesale buyers
    b. Procurement services manager
    c. Livestock commission agents
    d. Traffic managers

DEVELOPING A CAREER PLAN
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student will select a tentative career goal and research the school's curriculum to facilitate the selection and scheduling of appropriate courses to achieve the tentative goal. The student will also select a specific job to use as a sample and then complete the procedures for seeking and selecting employment. Also, the student will recognize techniques to use in maintaining employment.

SPECIFIC OBJECTIVES

After completion of this unit the student will:

1. List the courses offered at his/her school that will help meet his/her tentative career objective with 80 percent accuracy within five minutes.
2. Define five terms related to obtaining and keeping a job with 80 percent accuracy within ten minutes.
3. List the four items an applicant may need to complete or prepare with 75 percent accuracy within five minutes.
4. Complete his/her resume with 100 percent accuracy within one hour.
5. Prepare a mailable letter of application according to the instructor's standards within 30 minutes. (See Note to Instructor.)
6. Complete an application with 100 percent accuracy within 30 minutes.
7. List seven employee attributes an interviewer would try to identify during a personal job interview with 85 percent accuracy within ten minutes.
8. List five ways to make a favorable first impression at a job interview with 80 percent accuracy within ten minutes.
9. Prepare a mailable interview follow-up letter according to the instructor's standards within two hours. (See Note to Instructor.)
10. Discuss criteria to use in job selection with 75 percent accuracy within ten minutes.
11. Discuss procedures to enhance the job search when no offers are received with 75 percent accuracy within ten minutes.
12. Match four labor laws with their provisions with 75 percent accuracy within three minutes.

13. Select four appropriate actions to help insure success on the job with 75 percent accuracy within four minutes.

14. List five ways to enhance opportunities for career advancement with 80 percent accuracy within four minutes.

15. List three ways to keep current in your career with 100 percent accuracy within two minutes.

NOTE TO INSTRUCTOR

CRITERIA FOR THE EVALUATION OF TYPEWRITTEN OR PROCESSED DOCUMENTS IN SECONDARY PROGRAMS*

Method of Evaluation: Three levels of mailability:

A. M+ - Mailable, perfect
B. M - Mailable
C. Not Mailable

A. "Mailable+" Standards

1. Document contains no visible errors.
2. All instructions are followed correctly.
3. All errors are corrected--misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
4. Document contains no omission in the opening, body, or closing lines.
5. Document is completed neatly and document parts are well placed on the page.

B. "Mailable" Standards

1. All instructions are followed correctly.
2. Document contains no uncorrected errors--misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication, or incorrect word division.
3. Document contains neatly made corrections.
4. Document placement is less than ideal, but spacing is acceptable.
5. Enclosure notation or reference initials are omitted from the document.
6. Document contains acceptable (but not most desirable) use of capitalization or punctuation.
7. Word/words that do not change the meaning of a sentence have been omitted or added.

*Adapted from criteria set up by the National Office Education Association

DEVELOPING A CAREER PLAN
UNIT IV

SUGGESTED ACTIVITIES

I. Order selected audio-visuals or computer materials.

II. Prepare a bulletin board.

Suggested Display

Show samples of written work involved in this section: resume, letter of application, application, follow-up letter.

III. Provide students with objective sheet.

IV. Provide students with information and assignment sheets.

V. Prepare transparencies.

VI. Have students examine the materials in their ongoing career information folders to assist them in the tentative career choice which will be used as a basis for the job seeking activities in this section. The students will be able to add pertinent samples of the written work necessary in the job search through the related assignments to be completed.

VII. Use Transparency Master I to illustrate the entire process of career development.

VIII. Assignment Sheet I is the basis for all of the assignments in this unit. The selected job opening will be the objective of the letter of application, the mock interview, and the follow-up letter. The personal data will be used for the resume and the application. Students should recognize that they need real accomplishments in academics and extracurricular activities to help them to be selected for the best jobs available. They may be ready to decide to participate in activities which enhance their credentials and make them more attractive in future job searches. Help them realize the importance of holding part-time jobs while still in school. A desirable work record can demonstrate maturity in persons of all ages.

IX. In discussing resume preparation for Assignment Sheet 2, Transparency Masters 2 and 3, which are included as a part of this assignment could be used. Many resume formats are acceptable so you may use others if you wish. Following the completion of the first drafts of the resumes, an overhead projector could be utilized for classroom viewing. Another option would be to make transparencies of selected student resumes for classroom viewing.

X. For Assignment Sheet 3, the use of the overhead projector to facilitate group learning would be helpful. Be sure the students can properly address envelopes; include the proper letter folding techniques. Remind them that the correct postage must be affixed to the envelope.

XI. For completion of Assignment Sheet 4, use Transparency Masters 4 and 5. You can fill in the blanks on the forms while using the overhead projector during class discussion. More authenticity could be brought to this activity by obtaining application blanks from local organizations. Advisory committee members may also be good sources for these items.

XII. After the students have completed Assignment Sheet 5, ask them to assess the interviewee's inappropriate responses and discuss the more appropriate actions that could have been taken. Have them analyze why the "mistakes" were inappropriate actions. Continue the discussion by having them identify other inappropriate actions during interviews, such as chewing gum.

XIII. A discussion could consist of students sharing interview experiences that they have had.

XIV. For Assignment Sheet 6, students will need to be paired for interviews. They could be matched with the same partners for both segments or they could work with different people in the interview. Some random selection method such as drawing numbers or names could be used. Another appropriate way to handle this would be to sum the digits of each student's social security number. Then use that number to pair students either by consecutive numbers or by extreme low and high. This last method could provide the two means of pairing for the inteviewer and interviewee slots.

If possible, use an interview film or have a mock interview between the instructor and a local business person before using Assignment Sheet 6. If video facilities are available, videotape the interviews. Schedule students to view themselves after the taping during another class period, or set up the equipment in the school lobby or library so students can view themselves more informally. This viewing exposure will enable students to learn to be more relaxed while being videotaped. You could discuss this with the students -- they may prefer to practice their interview skills prior to the actual taping. The interview schedule should be designed to utilize class time most effectively. If videotapes are made, students must be allowed the opportunity to view themselves. Perhaps segments of various interviews could be used in class. To further the value of the assignment, students could dress as they would for a real interview. The assignment will require a lot of coordination, but the results should be valuable.

XV. For Assignment Sheet 7, the use of the overhead projector would again be helpful. Be sure the letters do not reiterate the resume. Research has shown that too much repeat information at this point leaves a negative impression with the letter recipient.

XVI. Give test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1-Stairway to Career Goals
2. TM 2-Sample Resume: Ann Johnson
3. TM 3-Sample Resume: Bob Johnson
4. TM 4-Work Application: Front
5. TM 5-Work Application: Back

D. Assignment sheets

1. AS 1-My Career Qualification Sheet
2. AS 2-Prepare a Resume
3. AS 3-Write a Letter of Application
4. AS 4-Complete an Application for Employment
5. AS 5-Critique of an Interview
6. AS 6-Interview and Self-Evaluation
7. AS 7-Follow-Up Letter

E. Key to assignment sheets

F. Test

G. Test key

II. References:

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B. Brown, Betty J. and John E. Clow. General Business - Our Business and Economic World. Boston: Houghton Mifflin Company, 1982.

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D. Chapman, Elwood. "Ten Tips on Succeeding in a New Job." Tomorrow's Business Leader, 16, No. 3 (1985), 7-9.

E. Cochran, Judie Christensen. "The Appropriate Resume for Today's Business Employment." Business Education Forum, 36, No. 5 (1982), 7-8.

F. Cox, Patti Biancosino. "Teaching Your Students to Plan and Control Their Careers." Business Education Forum, 39, No. 5 (1985), 3-4.

G. Cullinan, Terrence. "The Truth About Youth Employment: Why They Lose Jobs." Tomorrow's Business Leader, 15, No. 4 (1984), 11.

H. Daggett, Willard R. The Dynamics of Work. Cincinnati: South-Western Publishing Company, 1984.

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J. Goodin, Edward H. "Job Interviews: From Stress to Success." Business Education Forum, 36, No. 6 (1982), pg. 7-8.

K. Gray, Bonnie, et al. Every Woman Works - A Complete Manual for Women Re-entering the Job Market or Changing Jobs. Belmont, California: Lifetime Learning Publications, 1982.

L. "How to Get and Hold the Right Job." Job-Service, Missouri Department of Labor and Industrial Relations, Division of Employment Security, Jefferson City, Missouri.

M. Johnston, Jean. "Rating the Job." The Balance Sheet, 66, No. 4 (1985), 35-36.

N. Josefowitz, Natasha. Paths to Power - A Woman's Guide from First Job to Top Executive. Reading, Massachusetts: Addison-Wesley Publishing Company, 1980.

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S. Pibal, Darlene C. "How to Apply for the Job and Get it." The Balance Sheet, 65, No. 4 (1984), 13-15.

T. "Planning Your Job Search." Missouri Department of Labor and Industrial Relations, Division of Employment Security, Jefferson City, Missouri.

U. Poe, Roy W., et al. Getting Involved with Business. New York: Gregg Division/McGraw-Hill Book Company, 1981.

V. Roderick, Joan C. "Interviewing: Don't Underestimate Its Importance." Business Education Forum, 39, No. 4 (1985), 7-8.

W. Wagner, Kati. "Look Before You Leap - Preparing for Your Job Interviews." The Job Hunter, 9, No. 25 (1985), 1, 14.

X. Wakin, B. Bertha. "Survival Skills for the Beginning Worker." Business Education Forum, 38, No. 4 (1985), 10, 12-13.

Y. Weistrop, Debra. "Writing Your Successful Resume." The Job Hunter, 10, No. 18 (1985), 1, 15.

Z. Yocham, Lynne. "Work World Bulletin Board." The Job Hunter, 9, No. 24 (1985), 1, 15.

III. Additional references:

A. "How Employers Make Hiring Decisions." Tomorrow's Business Leader, 16, No. 3 (1985), 6.

B. MacDonald, Cheryl. "Your Successful Career - A Boss Can Make or Break It." Career World, 14, No. 1 (1985), 24-25.

C. Ziglar, Zig. See You At the Top. El Toro, California: Pelican Books, 1984.

IV. Audio-visual materials:

A. "I Want to Work for Your Company"

Anxiety about the first job interview is dispelled by this film. The viewer garners worthwhile tips for approaching his/her first interview: have something to write with; ask about things you don't understand; answer all questions on the application; show that you really want the job; and know something about the company before the interview. Color, 11 minutes. Title No. B953.

Available from:

Barr Films
3490 East Foothill Blvd.
P.O. Box 5667
Pasadena, CA 91107
(213) 793-6153

B. Making It Work Series

These programs present realistic characters in typical job-related situations. The narration provides comments on continuity needed for job skills. Color, 10-15 minutes, 3/4" or 1/2" video.

1. "How Do I Find a Job"
   Advantages and disadvantages of several methods of exploring job openings are illustrated.

2. "Opening Doors"
   Pete learns about job history, letters of application, and references.

3. "The Application"
   Susan and Alan are poorly prepared applicants, while Lucy is a good role model.

4. "Tests and Stress"
   Susan, Alan, and Lucy are all nervous about the typing test.

5. "The Interview"
   Proper interview techniques are illustrated.

6. "Learning by Experience"
   Finding the right job takes time and persistence.

7. "You Have a Job Offer - Now What?"
   Marcie and Diane consider the pros and cons of a sales job each has been offered.

8. "I'm Here to Work - Now What?"
   This program deals with company policies and procedures.

9. "Say That One More Time"
   Two versions of Jane's first day are shown.

10. "Practical Planning"
    Connie helps Lucy understand why others resent her behavior on the job and helps her plan how to do better.

11. "Making the Most of Yourself"
    Bill and Bobby take different approaches to job commitment.

12. "How Am I Doing?"
    Mary's job evaluation turns out to be much less frightening than the nightmare she has about it.

Available from:

Agency for Instructional Technology
Box A
Bloomington, IN 47402
(812) 339-2203

C. "The Employment Interview"

This innovative videotape lets you and your students look over a personnel manager's shoulder to see firsthand what an interviewer looks for in an employment interview. The viewer watches three applicants interview for the same job. Following the interviews, the personnel manager and his assistant discuss the strengths and weaknesses of each of the three applicants. Color, 30 minutes, 3/4" video, 1/2" VHS, Beta.

Available from:

Johnson/Rudolph Video Productions
1004 State St.
Bowling Green, KY 42101
(502) 781-1915

D. "Getting a Job is a Job"

In a sometimes humorous and consistently informative way, this film shows correct procedures to follow when applying for employment. It follows two young people as they seek employment, pointing out correct and incorrect approaches to applying for employment. Information is included which enables students to conduct a self-analysis, prepare a data sheet, obtain references, investigate job opportunities, complete application forms, participate in the interview, and to follow up. Color, 17 minutes, 16 mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718) 331-1045

E. "Interview: Ready or Not"

An emotionally moving yet thoroughly practical film about preparing for job interviews. A professional interviewer works with young people to uncover methods of achieving success and hints for discovering personal strengths. Color, 23 1/2 minutes, 16 mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718) 331-1045

F. "Get That Job: Handling the Interview"

As Frank gets ready for an interview, he takes important steps in preparation that can lead to success. He becomes familiar with the prospective company and takes along information about which he is

D. "Job Applications"

This package teaches techniques for completing an employment application. The importance of answering open-ended questions accurately and concisely is stressed, as is the need for being neat, honest, and organized. Print-outs may be made. This package is available for Apple II and TRS-80, 48 K.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

E. "Selling Yourself: The Job Interview"

This program is designed to thoroughly familiarize students with the job interview. The importance of being on time, how to prepare for the interview, following up, and having a positive attitude are presented as key factors to selling oneself in the job market. Students respond to questions they will receive when being interviewed by a prospective employer. This package is available for Apple II, 48 K, TRS-80, 32 K.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

F. "The Micro Art of Interviewing"

In this four-part program, students learn techniques for job interviews:

1. "The Four Stages of Interviewing" divides interviews into four parts: reception-acceptance - discusses how to make a good first impression; interrogation - deals with expected questions; the "your turn" stage - covers what questions the potential employee should ask; and the negotiation/leave taking stage - deals with how to negotiate salaries and wrap up the interview.

2. "Skill Identification" describes 126 key words that employers look for in the interview and resume.

3. "Interview Stress" discusses the causes of stress and what to do about it.

4. How to identify and answer illegal questions is also covered.

This package is available for Apple II and TRS-80, 48 K; IBM PC, 64 K.

likely to be asked. How he handles himself during the interview reflects the results of his preparation. Color, 9 minutes, 16 mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718) 331-1045

G. "The Interview Film"

Five young men and women apply for a single opening as cashier. One of the five is hired, but it is up to the viewers to determine which applicant is chosen based on their own observations and judgments. Color, 21 minutes, 16 mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718) 331-1045

H. "Promotions Don't Just Happen"

This videotape presentation is based on the idea that for women to get promotions they need to do more than just passively hope someone will recognize their competence and reward them. This videotape depicts a secretary silently hoping for a promotion, and her boss who is thinking about who he will choose for a promotion. The story progresses to the actual interview between the secretary and boss for the promotion. Available on video cassettes (VHS, Beta, and U-Matic).

Available from:

The Media Center
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301
(816) 826-7100

I. "Applying for a Job"

Highlights, with gentle humor, that which many young people say and do during interviews that ultimately impairs their chances of getting jobs. Youthful viewers can identify with various roles and situations shown; see mistakes which are commonly made and learn how to avoid them. This is followed by a sequence which demonstrates the correct way of applying for a job. Color, 11 minutes, 16 mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718) 331-1045

J. "Working Together"

This is a practical case study which examines the benefits of cooperation in an office. As part of a typing pool, Linda demonstrates the correct and rewarding way of tackling a tough job. Color, 12 minutes, 16 mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718) 331-1045

K. "Your New Job"

This film depicts the excitement as well as the nervousness and apprehension young men and women experience on the first day of employment. The camera follows young employees from the first minutes on the job to the conclusion of the first day; touring various departments, meeting co-workers, and appearing before the supervisor. The viewer is led to realize that people in new situations need not be enemies; they may very well be friends. Color, 10 minutes, Title No. B960.

Available from:

Barr Films
3490 East Foothill Blvd.
P.O. Box 5667
Pasadena, CA 91107
(213) 793-6153

L. "Get That Job: Keeping Up with the Changing World"

Jobs change as technological, social, and cultural changes occur in our world. On-the-job interviews with people who are part of this changing job scene give us insight as to how the world of work is in continual transition and what is being done to help people adjust to it. Color, 15 minutes, 16 mm.

Available from:

Business Education Films
7820 20th Avenue
Brooklyn, NY 11214
(718) 331-1045

V. Computer-assisted materials:

A. "Career Planning"

This package is designed for job holders as well as job hunters. It begins with an exploration of the user's career experience and step by step skill assessment. Through analysis of the user's current and ideal working environment, and assessment of personal needs, wants, and expectations, a plan of action is developed to accomplish career change. Separate sections involve writing resumes and cover letters, as well as the art of the interview. This four diskette package is available for Apple and IBM-PC.

Available from:

Jefferson Software
723 Kanawha Boulevard East
Charleston, WV 25301
Toll free information: (800) 468-4227

B. "The Cover Letter"

This program helps job seekers write customized cover letters to prospective employers. The program explains objectives and functions of a cover letter. In addition, this useful program supplies the user with company and organizational addresses which the student may use to make job contacts. This one diskette package is available for Apple, TRS-80, and IBM. A printer is recommended but not required.

Available from:

Jefferson Software
723 Kanawha Boulevard East
Charleston, WV 25301
Toll free information: (800) 468-4227

C. "The Employability Inventory"

This program allows the user to react to various situations involved with getting and keeping a job. Topics include: finding job openings; developing resumes; following up job leads; completing job applications; interviewing; developing proper work habits; communicating; and ways to keep a job. This one diskette package is available for Apple, TRS-80, and IBM.

Available from:

Jefferson Software
723 Kanawha Boulevard East
Charleston, WV 25301
Toll free information: (800) 468-4227

D. "Job Applications"

This package teaches techniques for completing an employment application. The importance of answering open-ended questions accurately and concisely is stressed, as is the need for being neat, honest, and organized. Print-outs may be made. This package is available for Apple II and TRS-80, 48 K.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

E. "Selling Yourself: The Job Interview"

This program is designed to thoroughly familiarize students with the job interview. The importance of being on time, how to prepare for the interview, following up, and having a positive attitude are presented as key factors to selling oneself in the job market. Students respond to questions they will receive when being interviewed by a prospective employer. This package is available for Apple II, 48 K, TRS-80, 32 K.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

F. "The Micro Art of Interviewing"

In this four-part program, students learn techniques for job interviews:

1. "The Four Stages of Interviewing" divides interviews into four parts: reception-acceptance - discusses how to make a good first impression; interrogation - deals with expected questions; the "your turn" stage - covers what questions the potential employee should ask; and the negotiation/leave taking stage - deals with how to negotiate salaries and wrap up the interview.

2. "Skill Identification" describes 126 key words that employers look for in the interview and resume.

3. "Interview Stress" discusses the causes of stress and what to do about it.

4. How to identify and answer illegal questions is also covered.

This package is available for Apple II and TRS-80, 48 K; IBM PC, 64 K.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

G. "The Right Resume Writer"

Two activity programs provide practice in writing professional resumes. The Chronological Resume is for those with a stable work history; entering biographical data into the computer produces a resume that emphasizes a predictable steady work pattern with consistent advancement. "Career changers" benefit more from the Skills Resume, which focuses on the wide range of talents a prospective applicant has acquired. This package is available for Apple II and TRS-80, 48 K; IBM PC, 64 K. A printer is required.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

H. "Resume"

This package assists students in their job search by enabling them to create, design, redesign, or revise their resumes. No previous computer experience is required. In addition to a user's guide and disk, the instructor's version includes an additional class management disk with teaching suggestions, grading techniques, scheduling hints, tests, and keys to tests. The software can be used with IBM PC, Apple, or TRS-80 systems.

Available from:

Gregg/McGraw-Hill
13955 Manchester Road
Manchester, MO 63011
(314) 256-2222

I. "Work Series"

These six computer software programs provide an interesting approach to the subject of careers. Students read at their own speed and answer multiple-choice questions. When the answer is incorrect, the program will present an alternate approach. Graphics and sound enhance the learning process. The titles are: Self-Concept; How to Get and Hold a Job; The Job and You; New on the Job; Interviewing; and Part-Time Jobs. This six diskette package is available for Apple II or IIe or TRS-80, Model III.

Available from:

Career Aids, Inc.
20417 Nordhoff St., Dept. F6
Chatsworth, CA 91311
(818) 341-8200

J. "The Resume"

This program assists in the development of resumes. It includes when and how to use one. Print-outs may be made. This package is available for Apple II and TRS-80, 48 K.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

K. "Expectations On the Job"

Discusses the expectations of employers and co-workers and how to live up to those expectations in order to keep a job. It stresses the importance of having good attitudes, maintaining good work habits, and using proper communications on the job. It emphasizes the need to establish good working relationships with co-workers. This one diskette package is available for Apple II or IIe or TRS-80, Model III.

Available from:

Education Associates, Inc.
33 Fountain Place
P.O. Box Y
Frankfort, KY 40602
(502) 227-4783

L. "Compu-Job"

This program is divided into four sections: different types of jobs; ways to find a job; getting a job; and keeping a job. The student is guided through the entire employment process, including how to develop a resume, identify job openings, follow up on an interview, and how to keep a job once hired. Also included are segments on reading the "help wanted" ads, using the telephone, making personal visits, identifying employer expectations, understanding gross pay, net pay, and deductions, developing a budget, and maintaining a checking account. This package is available for Apple II and TRS-80 (Model III only), 48 K; Commodore 64, 64 K.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

M. "Personal Habits for Job Success"

Students are challenged to make positive decisions through instruction especially designed to encourage good personal habits. Viewers use four on-the-job simulations to make their decisions. The computer then analyzes the choices made. Students learn from their errors and find out how to turn the choices into positive decisions. This one diskette package is available for Apple II or IIe.

Available from:

Career Aids, Inc.
20417 Nordhoff St., Dept. F6
Chatsworth, CA 91311
(818) 341-8200

N. "Work Habits for Job Success"

Students learn how attitude and performance ultimately affect job success. Students are taught how to keep a job and develop habits that lead to receiving promotions. Simulated exercises give students a better understanding of what lies ahead in the job market. Worksheets and activity ideas allow students to gain insights, awareness, and learn the key elements of achieving success. One disk for Apple II or IIe.

Available from:

Career Aids, Inc.
20417 Nordhoff St., Dept. F6
Chatsworth, CA 91311
(818) 341-8200

O. Job Survival Series

1. "First Day on the Job"
   Students select from either a factory, restaurant, or office situation where they will make decisions arising from various simulated conditions. It also covers clothing, grooming, the importance of arriving on time, and understanding instructions including what to do when they are unclear.

2. "Work Habits for Job Success"
   This program demonstrates how to hold on to a job and develop work habits that lead to promotions.

3. "Personal Habits for Job Success"
This simulation allows students to make decisions in four on-the-job situations.

These programs are available for Apple II, 48 K.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

P. "The Corporation Job Game"

In this simulation of working life, students learn the basics of getting along with co-workers and how to work in an organization. The student's career "ladder" contains problems and conflicts which must be resolved through making correct choices. Students are awarded points that allow movement up the career ladder based on mastery of given work situations. Three imaginary characters represent high demand career areas which include sales/marketing, data processing/accounting, and engineering/production. The program is suitable for individual or group use. This package is available for Apple II and TRS-80, 48 K.

Available from:

Opportunities for Learning, Inc.
20417 Nordhoff St., Dept. H6
Chatsworth, CA 91311
(818) 341-2535

DEVELOPING A CAREER PLAN
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. **Applicant** - Person seeking employment

B. **Application for employment** - A form, usually provided by an employer, upon which an applicant lists qualifications, experience, and personal information

C. **Employee benefits** - Vary though usually include vacation, sick leave, insurance, and some retirement plan

D. **Employment interview** - A face-to-face conversation between a job applicant and an employer or employer's representative; designed to yield information to make decisions about hiring or accepting employment

E. **Experience** - Knowledge and insights gained from jobs held

F. **Federal Insurance Contributions Act (FICA) Tax** - Federal legislation that defines social security taxes and benefits

G. **Interviewee** - The applicant being interviewed

H. **Interviewer** - The employer's representative who talks with applicants to determine whether or not to offer them jobs

I. **Letter of application** - A brief letter used as an introduction for the resume

J. **Mentor** - An on-the-job associate who informally assists an employee in his/her career advancement through teaching, inspiring, orienting, and "making things happen"; usually the mentor is an experienced, organizational person who sees unused abilities in an individual

K. **Resume** - A brief, written summary of job qualifications and other abilities usually presented to a prospective employer to support an application for a job

L. **Salary or wages** - Pay may be stated by hour, week, or month; this will be the gross amount before withholding taxes

M. **Withholding tax** - Federal, state, or city taxes withheld by employers from the salaries of employees and paid to the taxing agency

N. **Performance evaluation** - The organization's determination of the extent to which the employee is performing the job satisfactorily

II. Process of searching for employment

A. Resume - a written summary of an individual's qualifications to be used in seeking employment

1. Purpose - to help the job seeker secure an interview through a positive first impression

2. Uses

a. Enclose with a letter requesting an interview

b. Present to interviewer at start of interview

c. File with employment service or job service

d. Assist in completing employment applications

3. Sections of the resume

a. Personal data - name, address, telephone number

b. Job objective (optional) - indicate type of job being sought (prepare a separate resume for each type of job being sought)

c. Education (high school may be omitted if person has a higher degree) - name and address of school, attendance dates or graduation date; degrees or certificates received; major and minor subjects and other courses related to job goal; scholarships and honors; extracurricular activities

d. Experience - list each job separately (even if jobs were for the same company), start with most recent job and list each preceeding job; include inclusive dates of employment, name and address of employer and nature of the business, position you held, specific job duties including any special assignments or equipment, scope of responsibility including supervision given and received, specific accomplishments

e. Military experience (if you have not been in the military, omit this section) - branch and dates of service; major duties, including details of assignments related to the job you seek; pertinent military training (could be listed under education)

f. Other headings - if appropriate you could include information about volunteer work, knowledge of foreign languages, membership in professional organizations, etc.

g. References - Give the names, positions, addresses, and telephone numbers of three persons (not relatives) who have direct knowledge of your work competence and/or teachers who are familiar with your school work; permission to list their names must be obtained from your references so they will expect to be contacted; it is acceptable to not list the

references and to indicate on the resume, "References available upon request," then when asked for references, the applicant must immediately provide them.

4. Methods of reproducing resumes - high-quality photocopy or professional printing may be used; carefully proofread a printer's copy

5. Continuously update your resume for new job opportunities.

B. Letter of application - a brief letter which is written to a prospective employer (also called a "cover" letter for a resume)

1. Purpose - to identify the particular job being sought; to state reason for interest in job; to call attention to the accompanying resume; to request an interview

2. Guidelines

a. Use 8½" X 11" white bond paper.

b. Type neatly, use correct spelling and punctuation; proofread carefully.

c. Clearly state the position you are seeking and why you are applying to the particular business.

d. Be clear, brief, and businesslike.

e. Letter should reflect your individuality without appearing aggressive or overly familiar.

f. In your letter, refer to your resume.

g. Ask for an interview (preferably at employer's convenience or, if necessary, indicate your available dates and times).

h. To mail, use a business size envelope; lay the letter of application on top of the resume and fold carefully into thirds.

i. To show your interest in the job, follow up and telephone for an interview appointment in approximately two weeks.

j. Call periodically to keep the contact open without becoming a nuisance.

3. Parts of the letter

a. Return address - complete mailing address and date (an alternative would be to include the telephone number in the return address--below the mailing address and above the date)

b. Inside address - name of specific person, company name, and mailing address

c. Greeting or salutation - Dear, followed by person's title (Dr., Mr., Mrs., Ms., etc.) and surname

d. Body of the letter - tell why you are writing; mention the position you seek and why you are interested in the job; explain how you heard of the opening; briefly mention your qualifications as you refer to the enclosed resume; request an interview and include your telephone number

e. Complimentary closing - sincerely or sincerely yours, your name typed below your signature (an alternative would be to state your telephone number below the typed signature)

f. Enclosure(s) - indicates the resume and possibly an application are enclosed

C. Application for employment - a form provided by the potential employer which asks the applicant for personal information, qualifications, and experience

1. Purpose - to enable the employer to conveniently evaluate and access desired information about prospective employees

2. Information requested - applicant's name and address, job applied for, education, experience, references

3. Sources of information - most will be available on your resume

4. Guidelines

a. If feasible, complete the application at home; either neatly typed or printed in black or blue ink. (Some applications may ask for a handwriting sample.)

b. Look at the entire application including headings and format before you begin filling it out.

c. Make a photocopy of the blank application so you can prepare a rough draft on the photocopy.

d. Respond to every question. If a question does not apply to you, write "NA" (not applicable). If asked about expected salary, an acceptable response would be to write "open" (you may be asked for a specific figure later).

5. Testing - some application processes require taking tests such as typing, shorthand, polygraph

D. Job interview - a face to face meeting between a job applicant and a potential employer; an exchange of information about the job opening and your qualifications for it; (you have won the interview you sought, so you must be doing something right--keep up the good work!); opportunity to "sell" yourself

1. Learn about the employer. Have enough basic information about the organization so that during the interview it will be evident that you are interested enough to take the initiative to become acquainted with the organization.

   a. Request printed literature from the placement service or employment office if you are using one.

   b. Ask for information from people who might know about the organization (current and former employees of the organization, friends, teachers who know about local and out-of-town organizations).

   c. Research the organization at the library (in addition to sources you have studied, the Business Periodicals Index would reference any articles about the organization that may appear in business periodicals). Ask the reference librarian for assistance.

   d. Helpful information about the organization - types of product or service that the organization provides; its standing in the industry or business; who are the competitors; whether or not the organization is growing; career opportunities available, reputation of the organization

2. First impressions at the interview

   a. Grooming - be neat, clean, and conservative in make-up usage, and hair style

   b. Dress properly - wear the type of clothing that would be appropriate for the organization, though women should avoid wearing slacks or jeans; neither too formal nor too informal; avoid extremes in styles and colors; fresh pressed clothing; polished shoes

   c. Take what you need - a pen, pencil, note paper, resumes (several copies in a folder to keep them neat); references with names, addresses, telephone numbers if not listed on your resume; your social security number; a newspaper to read while you wait

   d. Insure promptness - locate the building prior to the interview; secure transportation and locate nearby parking facilities; if the interview is in a different city, you may want to travel the day before the interview to insure proper timing; arrive approximately ten minutes before the appointed time

e. Confident manner - may read your newspaper while you wait (don't be jittery); when introduced to your interviewer, be ready to shake hands firmly and confidently while maintaining eye contact; greet the interviewer by name ("Hello, Mr. 'name'"); you may be greeting the interviewer without an introduction, then you should introduce yourself: "Hello, Mr. 'Name', I am Ann Johnson. I am here to interview for the para-accountant position."; either sit when invited to do so or sit when the interviewer sits

3. Poise during the interview

   a. Use good posture.

   b. Be quiet physically and avoid all nervous gestures and movements.

   c. Maintain appropriate eye contact with the interviewer without staring.

   d. Speak in a clear, pleasant voice.

   e. Do not smoke or chew gum during the interview.

   f. If invited to have a cold drink or coffee, it may be simpler to decline graciously than to handle all the variables associated with the invitation.

   g. Invitations for lunch or a coffee break should be accepted and proper manners in eating and conversation should be observed.

   h. Present a pleasing image.

   i. Be alert and listen carefully (you may write a few notes to help remember key points).

4. Interview question analysis - what the interviewer is really asking

   a. "How would you describe yourself?" (Are you flexible and able to cooperate with co-workers?) Making the right impression is a matter of deciding which of your good points to emphasize. Don't give a biography of your personal life.

   b. "Which of your jobs did you like best?" (Is this the right kind of work and the right environment for you?) The employer is looking for relevant, favorable comparisons that suggest potential satisfaction with the new job. In a positive but diplomatic manner, relate the reasons why you left your last job or want to leave your present job. Discuss factors that motivate you.

c. "Describe one of your weaknesses." (Can you accept constructive criticism?) Show that you can realistically appraise your failings and desire to overcome them.

d. "Tell me about your hobbies." (How much of your personal time will be used to benefit the company?) Sometimes what you do in your spare time can affect your image.

e. "Can you travel or work overtime?" (Will your family responsibilities interfere with the job?) Discuss any volunteer work in which you are involved. If you have family responsibilities indicate that you can make arrangements when necessary.

5. Sample interviewer questions about your educational background

a. What was your major field of study?

b. How did you select your major?

c. Were you involved in extracurricular activities?

d. If you held an elected office, how did you campaign for such a position?

e. Did you make any changes while you were in office?

f. What courses did you like best? Why?

g. What courses did you like least? Why?

h. Are there things that you wish you could have changed about your academic background?

6. Sample interviewer questions about your work history

a. Could you tell me about your work history?

b. The first company you worked for, how did you select it?

c. What was the environment in that company?

d. What type of person was the one to whom you reported?

e. What were your responsibilities?

f. What do you feel were some of your major accomplishments? Why?

g. What are areas in which you feel you could have been more productive? In what ways?

7. Typical applicant questions

   a. What are your company's promotion policies?

   b. Does the company have career paths?

   c. Are training and personnel development programs available?

   d. What are the duties and responsibilities of the job?

   e. Is this a new position? If not, why did the last employee leave?

   f. What kinds of problems are associated with this job?

   g. How does this job fit into the overall company organization?

8. Salary considerations

   a. Wait for the interviewer to mention salary.

   b. Have a general idea of the salary range for the particular type work in the geographical area.

   c. The organization may be planning to discuss salary on a second interview or when the job offer is made.

   d. Understand the salary or wages and the basic employee benefits before accepting employment.

9. Concluding the interview

   a. Watch for cues from the interviewer that the interview is ending, such as straightening papers on his/her desk, asking if you have other questions, pushing his/her chair back, standing up.

   b. Ask if there are any points in your qualifications that you can clarify.

   c. Ask the date when the hiring decision will be made.

   d. Ask whom you may call to inquire about the status of your application.

   e. Thank the interviewer for his/her time and leave, being gracious to any other persons as you go.

   f. Do not linger.

10. Interviewer's evaluation criteria of applicant's behavior during the interview

a. Self-conscious or confident in his/her actions

b. Poised or ill at ease

c. Spontaneous rather than highly controlled

d. Handled interruptions well, could shift course during the interview

e. Was an effective listener

f. Independent and showed initiative

11. Applicant's response to interviewer (if he/she will be your supervisor)

a. Would he/she give me sufficient direction without being overbearing?

b. Would he/she communicate?

c. Would I feel free to approach him/her with problems?

d. Would he/she give me feedback - how would I feel about it?

e. Would he/she be consistent?

f. Would he/she be supportive of employees when needed?

12. Applicant's reactions to interview

a. Evaluate your actions and responses so you may improve your next interview.

b. Make notes about the job for which you interviewed, including people's names, to prepare for a follow-up interview or to help you decide if you want to accept a job with the organization.

E. Follow-up - show interest without becoming a pest

1. "Thank you for interview" letter

a. Neatly typed letter

b. Briefly indicate your skills and experience which meet the requirements of the job.

c. Thank the interviewer for his/her time.

d. Express your interest in hearing from the company.

e. Mail letter the day following the interview.

2. Telephone call

   a. Call the person named by the interviewer within seven to ten days following your interview.

   b. Ask if the decision has been made.

   c. Ask when the decision will be made.

   d. Thank the person for the information.

3. Job search checklist - to stay organized, write in dates as items are completed.

	Company Name	Company Name	Company Name
Wrote letter of application			
Sent any additional information required (such as application or transcripts)			
Sent follow-up letter			
Made follow-up phone call			

III. Job selection

A. Employer selection of personnel - may use a form for each applicant, evaluation on a scale for comparison of attributes of applicants

1. Skill levels
2. Education
3. Experience
4. Ability to communicate
5. Appearance
6. Courtesy
7. Enthusiasm
8. Intelligence
9. Maturity
10. Personality
11. Poise

B. Accepting/rejecting job offers

1. Examine your values, decide what criteria to use in job selection.

   a. Responsibilities of the job

   b. Opportunities for advancement

   c. Geographic location

   d. Supervisors, co-workers

   e. Reward or self-satisfaction

   f. Salary level

2. Maintain flexibility in job acceptance - ask when the organization needs your decision.

3. May verbally accept job, confirm your acceptance in writing - may be a contract to sign.

4. Ask when and where you are to report to work.

5. Write or telephone each of your references and other persons who assisted in your job search.

6. Graciously decline offers by writing or calling the employer.

C. When no job offer is received

1. Reasons job isn't offered to applicant

   a. Other applicant selected for job

   b. Poor scholastic record - low level of accomplishment

   c. Inadequate personality - poor attitude, lack of poise

   d. Lack of goals

   e. Lack of enthusiasm

   f. Lack of interest in the organization

   g. Inability to express self

   h. Unrealistic salary demands

   i. Unsuitable personal appearance

   j. Late for interview

   k. Brought along another person to the interview

2. Procedures to enhance your job search

   a. Re-evaluate your resume, letter of application, interview performance, and follow-up activities for possible ways to improve them.

   b. Ask your contact with the organization how you could improve your chance of being selected for future openings in the organization.

   c. Discuss your strategies and feelings with a friend who is your confidant.

   d. Seek counsel from a trusted teacher or other interested, knowledgeable person.

   e. Maintain your positive self image.

   f. Job offers average one for every ten interviews.

   g. It usually takes an average of six months to obtain a job.

   h. Approach job hunting as conscientiously as you would a job - do not procrastinate.

IV. Success on the job

   A. Employee rights and responsibilities according to labor law - various federal, state, and local laws concerning rights and well-being of worker

      1. National Labor Relations Act of 1935 (NLRA) - federal law which protects applicants and employees from discrimination; guarantees the right of workers to organize and bargain collectively for a contract and declares specific employer actions to be unfair labor practices; union membership may be required for some jobs

      2. Fair Labor Standards Act of 1938 - federal law which sets hourly minimum wages for certain workers; requires that some workers be paid premium rates for overtime pay for work beyond 40 hours per week; regulates employment of persons under 18 years of age

      3. Equal Pay Act of 1963 - federal law which requires employers to pay men and women equal wages for doing substantially equal work

      4. Civil Rights Act of 1964 - federal law which requires covered employers to treat all persons equally, regardless of race, color, religion, sex, or national origin, in all phases of employment, including hiring, promotion, compensation, termination, apprenticeship, job assignments, and training

      5. Occupational Safety and Health Act of 1970 (OSHA) - federal law which requires employers to provide work places free from recognized safety and health hazards

6. Payroll taxes - federal income tax, state income taxes, FICA tax; these are withheld from employee's pay

B. Getting started on your job

1. Plan your time so you are not rushing to meet your work schedule.

2. Take a notebook and pen to work with you - write down names, procedures, and information; review your notes periodically.

3. Ask the right questions - be attentive and ask for clarification when needed.

4. Use good judgment in working extra hours and taking your breaks - generally, it is better to make full use of your scheduled work hours than to try to impress others with your willingness to work extra hours; unauthorized overtime and failure to take breaks could involve labor/legal problems.

5. Don't flaunt your education or previous experience - give your co-workers the satisfaction of explaining how they do things.

6. Make friends, but don't make close friends too soon - you are identified with persons with whom you spend excessive time.

7. Look energetic, but don't overdo it - make steady progress on your job; an unusually fast pace is hard to continue.

8. Different organizations have different personal appearance, grooming, and language standards - carefully assess the situation and decide what is best for you and your future.

9. Read your employee handbook and other materials provided by your employer carefully - knowing your company's policies and procedures will be invaluable.

10. Send out positive verbal and nonverbal signals - acknowledge people with "Good morning" and "Thank you" and in conversation when appropriate; nonverbal expressions such as smiles help when getting acquainted with new associates; take the initiative and be an easy person to meet.

11. Take your cues from your supervisor - follow his/her professional style.

12. Be sure that you understand your job duties and responsibilities.

13. Make sure all of your work is neat and complete - any job worth doing, is worth doing right.

C. Job performance evaluation - the employee is evaluated periodically by his/her supervisor so the employee will know whether or not the work performed is satisfactory; goals or plans could be discussed; evaluation

form will be completed and signed by the supervisor, and acknowledged by the employee; for evaluation, points could be assigned to various characteristics or criteria

1. Dependability - includes being trustworthy and reliable; fulfilling responsibilities; reporting for and beginning work on time; leaving work according to mutual agreement; being on the job regularly

2. Personal appearance - includes being neat, tidy, and suitably dressed

3. Knowledge and ability essential to work - includes having sufficient skills, technical knowledge, and general background in this field or related fields

4. Care of materials and property - includes using materials economically; using materials and property for appropriate purposes

5. Cooperation - includes having the ability to work with co-workers, supervisors, and others; being deeply conscious of the unity of working groups

6. Judgment - includes having the ability to make sound decisions; using common sense in performance of duties; being tactful in relationships with others

7. Initiative - includes having the ability to be original and think creatively; having the drive to look for and do useful work rather than be idle; having the ability to organize new operations and perform new functions with exceptional skill

8. Attitude toward work - includes being cheerful, enthusiastic, and interested; feeling of responsibility and loyalty toward department; willingness to work at difficult or disagreeable tasks; having a good attitude when receiving directions and instructions

9. Quality of work - includes doing work which is accurate, neat, thorough, and acceptable with minimal revision; requiring a minimum of supervision; making sound judgments; learning new routines quickly and easily; being eager for improvement

10. Quanitity of work - includes having the ability to do a comparatively large amount of work of average or above average quality; having the ability to produce under pressure as well as under normal conditions

11. Leadership - includes being able to influence and inspire others to do better work; being able to organize and direct the work of others

13. Overall evaluation - indicates performance level

D. Ways to enhance advancement opportunities

1. Chart or plan your career - plan to be successful on this job; look toward accomplishing your other career goals.

2. Project your intended professional image - select your clothing, accessories, and grooming styles carefully; use appropriate language.

3. Network - develop contacts in other organizations; join professional organizations; attend relevant conventions and meetings; source of solutions of common problems and career contacts.

4. Learn the ground rules of business - it is perfectly professional to agree or disagree.

5. Make your own opportunities - ask for special projects which will display your particular talents; develop positive professional relationships with other superiors and peers.

6. Maintain an activity file - remember to keep a written log of all your professional activities; jot a note about meetings, telephone calls, or presentations; helps document your worth to the organization when being evaluated--you can refresh your memory of these activities before your appraisal

7. Seek a mentor - consider carefully that this will be a positive relationship for you before you get involved.

8. Obtain additional training or education - determine the skills or knowledge needed to attain your goals and how they can be acquired; check to see if your organization has a tuition reimbursement plan.

9. Use the systems approach - be aware of the company as a whole as well as what is happening in the industry; awareness of conditions allows better timing for communications and requests; beware of "I can't see the forest for the trees."

10. Learn when to change jobs - if a mismatch between what the organization needs and what you have to offer develops, it could be time to change jobs; changing jobs may only trade one set of problems for another .

E. Keeping current in your career

1. Professional organizations - join and participate in professional organizations; scheduled meetings and activities; networking with peers in other organizations.

2. Professional journals and magazines - subscribe and read promptly.

3. In-service education - employer provides training for employees; could be seminars, workshops, films, etc.

Stairway to Career Goals

SAMPLE RESUME

Ann Johnson
2288 South Hill Street
Anytown, Missouri 66444
(314) 242-1396

JOB OBJECTIVE: To be an accounting paraprofessional

EDUCATION: Anytown High School, Anytown, Missouri 66444
Projected graduation date: May 28, 1987
Business-Office major
Grade point average: 3.1/4.0

EXPERIENCE: XYZ Bookkeeping Service
Anytown, Missouri 66444
Part-time accounting clerk, 6/1/85 to present

Recorded invoices manually for one year, have entered data into IBM PC, since June 1986.

REFERENCES: Available upon request

SAMPLE RESUME

Bob Johnson
2288 South Hill Street
Anytown, Missouri 66444
(314) 242-1396

EDUCATION:

A.A., Word Processing, Missouri Community College, 1986

Major Subjects:
- Micro Word Processing
- Machine Transcription
- Word Processing Concepts
- Word Processing--Automated Typing
- Word Processing Applications
- Business Communications
- Secretarial Procedures

Awarded a tuition scholarship; member of Business Careers Club

EXPERIENCE:

President's Office
Missouri Community College
Anytown, Missouri 66444
August 1985--May 1987

Part-time word processor and receptionist

REFERENCES:

Dr. James Carter, President
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820 College Avenue
Anytown, MO 66444
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Dr. Joyce Martin
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Youth Director
Community Church
210 Church Boulevard
Anytown, MO 66444
(314) 240-5445, Extension 8

Section III:

TM 4

The entire application for this assignment is to be typewritten. Some applications may request a handwritten segment. The directions must be carefully followed.

WORK APPLICATION

FOR OFFICE USE

1. Office ID No.	2. Ste-Dek	3. Date Mo. Day Yr.	4. Control ☐ 1. Match ☐ 2. Partial

5. Social Security Number	6. Last Name - First Name - Middle Initial		
7. Mailing Address - Number and Street		8. City	9. State
10. Zip Code	11. Telephone Number Area Code	12. County	12a. Cnty. Code / 13. SDA

PERSONAL INFORMATION

14. Birth Date Mo. Yr.

16. Sex ☐ 1. Male ☐ 2. Female

15. Race/Ethnic (Check One)
☐ 1. White ☐ 2. Black ☐ 3. Hispanic
☐ 4. American Indian/Alaskan Native ☐ 5. Asian/Pacific Islander ☐ 6. Other

17. Are you a U.S. Citizen? _____ Yes/No If No, do you have a work permit? _____ Yes/No

18. Education: Enter highest grade of school or college completed [ ] (Years)
H.S. Diploma _____ Yes/No College: Degree? Kind _____
G.E.D. _____ Yes/No Major Course(s) of Study _____
Additional Training: (Vocational/Technical/Military): School Name _____
Course: _____

19. Family Income for last 6 months before taxes: $ _____ Number in Family _____

20. Do you have a handicap or medical problem? _____ Yes/No If Yes, describe _____

21. Military Service
Branch _____ Date Entered Mo. Day Yr. _____ Date Separated Mo. Day Yr. _____

Check One: ☐ 0 Not Eligible for Veterans Preference
☐ 1 On Active Duty over 180 Days (or discharged for service connected disability) at some time between August 4, 1964 and May 8, 1975.
☐ 2 On Active Duty over 180 Days (or discharged for service connected disability) at no time between August 4, 1964 and May 8, 1975.
☐ 3 Not a veteran but am entitled to veterans preference.

I certify that all information as listed, is true and correct to the best of my knowledge and belief and that I served in the Armed Forces of the United States during the period shown and was separated therefrom under other than dishonorable conditions.

(Signed) _____

OCCUPATIONAL INFORMATION

22. Work History. Describe your most important jobs (including Military). Begin with your present or most recent job.

(a) Company Name | City | State | Job Title

Length of Job (in months) | Date Job Ended Mo. Yr. | Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other

Salary Dollars Cents | Pay Unit (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other

List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

(b) Company Name | City | State | Job Title

Length of Job (in months) | Date Job Ended Mo. Yr. | Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other

Salary Dollars Cents | Pay Unit (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other

List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

(c) Company Name | City | State | Job Title

Length of Job (in months) | Date Job Ended Mo. Yr. | Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other

Salary Dollars Cents | Pay Unit (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other

List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

OCCUPATIONAL INFORMATION (Continued)

23. Kind of job wanted: First Choice _____ Second Choice _____
24. What is the lowest salary you will accept? $[. . . .] (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other
25. Are you seeking permanent work? ☐ Yes ☐ 1 No (Short Duration)
26. Work Week: Are you looking for: (Check One) ☐ 1 Full Time ☐ 2 Part Time ☐ Either
27. Check the shift you can work: ☐ 1 First ☐ 1 Second ☐ 1 Third ☐ 1 Rotating ☐ 1 Split
28. If needed for work, do you have:
    (a) Drivers License? Kind ☐ 1 Private ☐ 2 Chauffeur ☐ 3 ICC ☐ 4 Other
    (b) Vehicle? _____ Yes/No
    (c) Work Tools? _____ Yes/No If Yes, Kind _____
29. Do you need public transportation to work? ☐ 3 Yes ☐ No
30. How many miles one way will you commute to a job? _____ Miles
31. Are you willing to relocate? _____ Yes/No If Yes, List Area _____
32. If you are interested in clerical jobs:
    (a) Can you type? _____ Yes/No If Yes [. .] WPM
    (b) Can you take dictation? _____ Yes/No If Yes [. . .] WPM

33. I UNDERSTAND THAT THIS INFORMATION IS REQUIRED TO BE PROVIDED PURSUANT TO CHAPTER 288 RSMO AND 8 CSR 10-4.010 OF MISSOURI DIVISION OF EMPLOYMENT SECURITY, AND THE INTERNAL REVENUE CODE OF 1954 (26 U.S.C. 85,6011(a), 6050B, and 6109(a)), AND WILL ONLY BE USED BY PUBLIC OFFICIALS IN THE PERFORMANCE OF THEIR PUBLIC DUTIES.

I CERTIFY THAT ALL INFORMATION INCLUDING FAMILY INCOME, AS LISTED, IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

(Signed) _____ (Interviewer's Signature) _____

OFFICE USE ONLY

34. Occupational Title	35. D.O.T. Code (ADS)	36. Location 1 JB ID / Zone / Rng. / Not ☐1	Location 2 Zone / Rng. / Not ☐1	Location 3 Zone / Rng. / Not ☐1

		37. Keywords			Keywords

DOT Code 1	Mo. Exp.	(Matching)	DOT Code 2	Mo. Exp.	(Matching)

38. Other Occupationally Significant Information: (Includes counseling plan and test results)

ADDITIONAL APPLICANT CHARACTERISTICS (FOR OFFICE USE)

39. Summer Youth	40. Handicapped	41. Economically Disadv.	42. Welfare	43. Eligible Claimant
☐ 1 Yes ☐ 2 No	☐ 0 No ☐ 1 Handicapped (Not Disabled Veteran) ☐ 2 Disabled Veteran ☐ 3 Special Disabled Veteran	☐ 1 Yes ☐ 2 No	☐ 0 No Welfare WIN: ☐ 1 Mandatory ☐ 2 Voluntary ☐ 5 Unempl. Parent NON-WIN: ☐ 3 Other	

44. Dislocated Worker	45. SFW Migrant	46. Food Stamp Work Reg. Received	47. JTPA Participant
	☐ 0 No ☐ 1 Seasonal Farm Worker ☐ 2 Migrant Farm Worker ☐ 3 Migrant Food Processor	☐ 0 No ☐ 1 Registration Received No Assessment Performed ☐ 2 Category I - Job Ready ☐ 3 Category II - Non-Job Ready ☐ 4 Category III - Assessed ☐ 5 Category III - Not Assessed ☐ 6 Disqualified	

DEVELOPING A CAREER PLAN
UNIT IV

ASSIGNMENT SHEET 1--MY CAREER QUALIFICATION SHEET

Directions: You are to summarize the information that is pertinent in helping to decide upon your career. All answers are to be completed with your appraisal of yourself.

a. MY INTERESTS:
List your preferred interests (working with people, clerical, mechanical, outdoors, etc).

_____

_____

_____

_____

If you have taken an interest inventory test, use that information to complete the following:

Suggested careers to consider according to your interests:

_____

_____

_____

Careers that would probably not coincide with your interests:

_____

_____

_____

b. MY PERSONAL TRAITS:
List your personal qualities.

_____

_____

_____

_____

c. MY PHYSICAL CAPACITIES:
List any physical characteristics you have which may influence your occupational choice.

_____

_____

_____

_____

d. MY APTITUDES:
If you have taken an aptitude test, list any pertinent information identified by the test results.

Special aptitudes:

_____

_____

_____

_____

Suggested careers to be considered:

e. MY LEISURE-TIME ACTIVITIES:
List hobbies and activities you enjoy when not in school or at work. State what you enjoy about them.

f. MY EDUCATION AND TRAINING:
List all schools attended since beginning high school.

List special skills and the training received.

List organizations in which you have held membership and indicate any officer positions that you held.

g. MY WORK EXPERIENCE:
List the full-time and/or part-time jobs you have held. Name aspects of the jobs you liked best.

Name aspects of the jobs you liked least.

h. MY CAREER GOAL:

My career choice: _____

Circle YES or NO to indicate whether or not your career choice is compatible with your research.

Interest	YES	NO
Personal Traits	YES	NO
Physical Capacities	YES	NO
Aptitudes	YES	NO
Leisure-time Activities	YES	NO
Education/Training	YES	NO
Work Experience	YES	NO

i. MY NEEDED PREPARATION FOR THIS CAREER CHOICE:

List courses to be taken in school presently being attended:

Name of Course	Semester to be Taken

List other education needed.

_____

_____

_____

List schools where the needed education could be acquired.

_____

_____

_____

j. MY JOB CHOICE:
Select a real job opening which is related to your career choice. This real job opening is to be used in this unit to develop your job seeking skills.

Job title: _____
Name of company or organization: _____

What is your source of this information? _____

_____

State the facts you know about this job. _____

_____

_____

_____

DEVELOPING A CAREER PLAN
UNIT IV

ASSIGNMENT SHEET 2--PREPARE A RESUME

Directions: You are to prepare a resume using accurate facts about yourself. A good resume should give a prospective employer a brief summary of your education, work experience, pertinent accomplishments, and references. The following guide will assist in determining the format and the information to include:

1. Select a resume format that can positively present your qualifications. You may use one of the sample formats in this assignment as a guide or an alternate format could be used.

2. Type your resume on a sheet of 8½ x 11 inch white paper; the information should be well-balanced on the page.

3. The resume should be error free.

4. Personal data
   a. Your name should be prominent at the top of the resume.
   b. Your full address and a telephone number where you can be contacted must be listed.
   c. Birthdate and marital status are optional information.
   d. Do not include religious or political affiliations.

5. Job objective
   a. This is optional for the resume--it must be addressed in the cover letter.
   b. If listed, the job objective should be clearly stated.

6. Education
   a. Give names and addresses of schools attended; high school may be omitted when a college degree has been attained.
   b. List dates of enrollment or graduation.
   c. State certificate or diploma received and degree earned.
   d. List honors received.
   e. State grade averages, if favorable.
   f. Could list pertinent courses completed.

7. Experience
   a. List first the most recent job and list previous jobs in reverse chronological order.
   b. List each job separately, even if you held several jobs within the same company.
   c. State name and address of employer.
   d. Give title of position you held, specific job duties including any special assignments or equipment, range of responsibility including supervision received or given, specific accomplishments (use action words to describe your work, such as adapt, coordinate, administer, analyze, approve, conduct, complete, delegate, demonstrate, direct, eliminate, establish, evaluate, expand, generate, increase, implement, interpret, improve, lead, maintain, manage, organize, participate, perform, plan, propose, recommend, schedule, solve, supervise, support, teach).

8. Military experience
   a. Omit this section if you have not been in the military.
   b. List branch and dates of service.
   c. Include major duties of assignments related to the job you seek.
   d. State pertinent military training (could be listed under education).

9. Other headings - include pertinent accomplishments of your life experiences
   a. Volunteer work
   b. Knowledge of foreign languages
   c. Membership in professional organizations

10. References
    a. You must contact each person you wish to list as a reference and obtain his/her permission. This courtesy is essential.
    b. Include three persons (not relatives) who have direct knowledge of your work competence, school work and moral character.
    c. List name, position, address, and telephone number for each reference.
    d. It is acceptable to state "References available upon request" rather than list them on the resume; when asked for references the applicant must immediately provide them.

After you have completed the resume, your instructor will mark any corrections which need to be made. The resume is to be corrected and be ready for use.

REMEMBER: You want to include material which will help **sell** you! This is the most important criterion to use in deciding what to include in your resume.

DEVELOPING A CAREER PLAN
UNIT IV

ASSIGNMENT SHEET 3--WRITE A LETTER OF APPLICATION

Directions: You are to prepare a mailable letter of application to the potential employer you selected in Assignment Sheet 1. Refer to the formula for a letter of application and the sample letter of application to write a rough draft of the letter. After your instructor has approved your draft, type the letter neatly on 8 ½" x 11" white paper. It must be carefully proofread. It is to be completed to a stand of mailable quality, as determined by your instructor. A business size envelope properly prepared with the letter of application correctly folded and inserted will complete this assignment.

FORMULA FOR A LETTER OF APPLICATION

Your mailing address
City, State, Zip Code
Date of mailing

Mr. James Employer
Title
Name of organization
Mailing address
City, State, Zip Code

Dear Mr. Employer:

First paragraph - tell why you are writing; name the position about which you are inquiring; describe how you heard of the opening; mention why you are interested in the company, location, or the job

Second paragraph - list one or two qualifications you think would be of the most interest to the employer; state any related experiences or specialized training you have; refer the reader to the enclosed resume (and possibly, an application).

Third paragraph - make a specific request for any interview, preferably at the employer's convenience, otherwise, indicate the dates and/or time of your availabilty for an interview; make sure your closing is not vague, you may give the reader a chance to contact you (include your telephone number), give yourself the option of contacting the employer directly.

Sincerely,

(Your handwritten signature)

Your typed name

Enclosure (be sure to enclose your resume)

SAMPLE LETTER OF APPLICATION

2288 South Hill Street
Anytown, MO 66444
May 1, 1987

Mr. Sam Fulton
Personnel Director
Box Manufacturing Corporation
Yourtown, MO 63091

Dear Mr. Fulton:

Mrs. Jan Alton, an accounting instructor at Anytown High School, told me of the opening in your company for a para-accountant. Please consider me an applicant for this position.

My high school courses included two years of accounting and two years of computer applications using both the IBM-PC and the TRS-80. For the past two years I have worked part-time as an accounting clerk. Additional qualifications are listed on the enclosed resume.

May I have a personal interview at a time that is convenient to you? You may reach me at (314) 242-1396 after 2:00 p.m. I plan to contact you within the next week.

Sincerely,

Ann Johnson

Ann Johnson

Enclosure

DRAFT OF THE APPLICATION LETTER

Your mailing address: _____
City, state, zip code: _____
Date to be mailed: _____

Name of prospective employer: _____
Title of prospective employer: _____
Name of organization: _____
Mailing address: _____
City, state, zip code: _____

Salutation: Dear _____

Paragraph one:
(why you are writing, name the position)

_____
_____
_____
_____
_____
_____

Paragraph two:
(Qualifications and refer to enclosed resume)

_____
_____
_____
_____
_____
_____
_____

Paragraph three:
(Request interview)

_____
_____
_____
_____
_____
_____
_____

Complimentary close: Sincerely,

(space for signature)
Your name typed here

Enclosure

DEVELOPING A CAREER PLAN
UNIT IV

ASSIGNMENT SHEET 4--COMPLETE AN APPLICATION FOR EMPLOYMENT

Directions: You are to complete the job application using your correct information. Since you have already compiled your resume, it will provide most of the information requested on the application. Complete the application in segments (Sections I and II) as a rough draft before typing the application form in Section III.

Section I: Personal Information

It is usual for the last name to be listed first. If a present address and a permenent address are both requested, repeat the information or write "same as above," rather than leaving it blank. "NA" for not applicable may be written in spaces which do not apply to you.

WORK APPLICATION

FOR OFFICE USE

1. Office ID No.	2. Sta-Dek	3. Date Mo. Day Yr.	4. Control ☐ 1. Match ☐ 2. Partial

5. Social Security Number	6. Last Name - First Name - Middle Initial		
7. Mailing Address - Number and Street		8. City	9. State
10. Zip Code	11. Telephone Number Area Code	12. County	12a. Cnty. Code / 13. SDA

PERSONAL INFORMATION

14. Birth Date Mo. Yr.

15. Race/Ethnic (Check One)
☐ 1. White ☐ 2. Black ☐ 3. Hispanic
☐ 4. American Indian/Alaskan Native ☐ 5. Asian/Pacific Islander ☐ 6. Other

16. Sex ☐ 1. Male ☐ 2. Female

17. Are you a U.S. Citizen? _____ Yes/No If No, do you have a work permit? _____ Yes/No

18. Education: Enter highest grade of school or college completed [ ] (Years)
H.S. Diploma _____ Yes/No College: Degree? Kind _____
G.E.D. _____ Yes/No Major Course(s) of Study _____
Additional Training: (Vocational/Technical/Military): School Name _____
Course: _____

19. Family Income for last 6 months before taxes: $ _____ Number in Family _____

20. Do you have a handicap or medical problem? _____ Yes/No If Yes, describe _____

21. Military Service
Branch _____ Date Entered Mo. Day Yr. _____ Date Separated Mo. Day Yr. _____

Check One: ☐ 0 Not Eligible for Veterans Preference
☐ 1 On Active Duty over 180 Days (or discharged for service connected disability) at some time between August 4, 1964 and May 8, 1975.
☐ 2 On Active Duty over 180 Days (or discharged for service connected disability) at no time between August 4, 1964 and May 8, 1975.
☐ 3 Not a veteran but am entitled to veterans preference.

I certify that all information as listed, is true and correct to the best of my knowledge and belief and that I served in the Armed Forces of the United States during the period shown and was separated therefrom under other than dishonorable conditions.

(Signed) _____

Section II: Occupational Information

It is usual to list the present or most recent job first. The pay unit (hour, day, week, month, year) is to correspond with the amount of pay listed in the salary space.

OCCUPATIONAL INFORMATION

22. Work History. Describe your most important jobs (including Military). Begin with your present or most recent job.

(a) Company Name | City | State | Job Title

Length of Job (in months) | Date Job Ended Mo. Yr. | Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other

Salary Dollars Cents | Pay Unit (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other

List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

(b) Company Name | City | State | Job Title

Length of Job (in months) | Date Job Ended Mo. Yr. | Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other

Salary Dollars Cents | Pay Unit (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other

List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

(c) Company Name | City | State | Job Title

Length of Job (in months) | Date Job Ended Mo. Yr. | Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other

Salary Dollars Cents | Pay Unit (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other

List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

OCCUPATIONAL INFORMATION (Continued)

23. Kind of job wanted: First Choice _____ Second Choice _____

24. What is the lowest salary you will accept? $_____ (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other

25. Are you seeking permanent work? ☐ Yes ☐ 1 No (Short Duration)

26. Work Week: Are you looking for: (Check One) ☐ 1 Full Time ☐ 2 Part Time ☐ Either

27. Check the shift you can work: ☐ 1 First ☐ 1 Second ☐ 1 Third ☐ 1 Rotating ☐ 1 Split

28. If needed for work, do you have:

(a) Drivers License? Kind ☐ 1 Private ☐ 2 Chauffeur ☐ 3 ICC ☐ 4 Other

(b) Vehicle? _____ Yes/No

(c) Work Tools? _____ Yes/No If Yes, Kind _____

29. Do you need public transportation to work? ☐ 3 Yes ☐ No

30. How many miles one way will you commute to a job? _____ Miles

31. Are you willing to relocate? _____ Yes/No If Yes, List Area _____

32. If you are interested in clerical jobs:

(a) Can you type? _____ Yes/No If Yes _____ WPM

(b) Can you take dictation? _____ Yes/No If Yes _____ WPM

33. I UNDERSTAND THAT THIS INFORMATION IS REQUIRED TO BE PROVIDED PURSUANT TO CHAPTER 288 RSMO AND 8 CSR 10-4.010 OF MISSOURI DIVISION OF EMPLOYMENT SECURITY, AND THE INTERNAL REVENUE CODE OF 1954 (26 U.S.C. 85,6011(a), 6050B, and 6109(a)), AND WILL ONLY BE USED BY PUBLIC OFFICIALS IN THE PERFORMANCE OF THEIR PUBLIC DUTIES.

I CERTIFY THAT ALL INFORMATION INCLUDING FAMILY INCOME, AS LISTED, IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

(Signed) _____ _____ (Interviewer's Signature) _____

DEVELOPING A CAREER PLAN
UNIT IV

ASSIGNMENT SHEET 5--CRITIQUE OF AN INTERVIEW

As you read this case, you are to think of proper interview etiquette. You will be asked to identify the mistakes that Betty makes during her interview.

Characters:

Mr. Carter: Personnel interviewer
Miss Betty James: Job applicant who is applying for her first job

Mr. Carter: Will you sit here, Miss James? (He offers the applicant a chair.)
Miss James: Thank you. May I put these things here? (She sits in the chair and places several packages and her purse on Mr. Carter's desk.)
Mr. Carter: So you would like to work for our company?
Miss James: I guess so. But I really want to be a word processing specialist--not a word processing trainee. Do I have to start out as a trainee?
Mr. Carter: I'm afraid so unless you have had considerable experience. Why did you choose our company?
Miss James: Oh, I don't know. I've heard about it from a few people.
Mr. Carter: I see. Tell me something about your training. In what skills are you proficient?
Miss James: Well . . . I can type pretty well. I got to try out a word processor once. My shorthand isn't too bad. I really don't know what I do best because I have never had any experience.
Mr. Carter: Since this is an entry-level job, experience won't hurt, but it is not required.
Miss James: By the way, what are the working hours and what is the pay?
Mr. Carter: Our hours are from 8:30 to 5:00 with an hour off for lunch. We will wait to discuss salary with you until we have learned more about your qualifications. Do you have a resume?
Miss James: Oh, no. But I can tell you just as well. The thing that's worrying me, though, is how long it will take to be promoted to a word processing specialist. That's what I would really like to be. Do I have to wait long?

In the space below, list the mistakes Betty has made in her interview, then indicate a more appropriate action to handle the situation.

MISTAKE	MORE APPROPRIATE ACTION
1.	
2.	
3.	

MISTAKE	MORE APPROPRIATE ACTION
4.	
5.	
6.	
7.	

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DEVELOPING A CAREER PLAN
UNIT IV

ASSIGNMENT SHEET 6--INTERVIEW AND SELF-EVALUATION

Directions: You are to participate in two mock employment interviews. In one interview you will be the interviewer and in the other you will be the interviewee (the job applicant).

Part I: Interviewer for Organization

As the interviewer, you will be provided the following:

1. A "newspaper ad" for the job for which you are serving as interviewer
2. Your interviewee's resume
3. Your interviewee's letter of application

To prepare for the interview, complete the following information about "your" organization:

1. Organization name: _____
2. Organization address: _____
3. Product or service provided: _____
4. Year organization was established: _____
5. Number of employees in organization: _____
6. Your position in organization: _____
7. Title of job to be filled: _____
8. Responsibilities of job: _____
   _____
9. Name and position of supervisor of job to be filled: _____
   _____
10. List below four questions you intend to ask the applicant. Following the interview, write in the answer which the applicant gave to the question.
    1. (question) _____
       _____
       (answer) _____
       _____
    2. (question) _____
       _____
       (answer) _____
       _____
    3. (question) _____
       _____
       (answer) _____
       _____
    4. (question) _____
       _____
       (answer) _____
       _____

Self-evaluation as interviewer: (to be completed after the interview)

For each item, circle the number which indicates your level of performance as the interviewer:

		LOW					HIGH
1.	I received the applicant graciously.	1	2	3	4	5	6
2.	I asked questions which required more than a "yes" or "no" answer.	1	2	3	4	5	6
3.	I remembered the pertinent data about the applicant.	1	2	3	4	5	6
4.	I gave the applicant appropriate information about the job.	1	2	3	4	5	6
5.	I closed the interview satisfactorily.	1	2	3	4	5	6

Part II: Job Interviewee

As the job interviewee, you will provide your interviewer for this assignment the following items:

1. A "newspaper ad" for the job for which you are interviewing
2. Your resume
3. Your letter of application

"Newspaper ad"

If you have an actual newspaper ad from which you obtained the data for this assignment, you may use it to obtain the information, or you are to designate the appropriate information you have gathered from other sources.

a. Job title_____

b. Brief statement of duties_____

_____

c. Telephone number of organization_____

d. Address of organization_____

e. Source of information_____

To prepare for the interview, review the information you have about the position for which you are applying.

List below four questions you intend to ask the interviewer. Following the interview, write in the answer which the interviewer gave to the question.

1. (question) _____

_____

(answer) _____

_____

2. (question) _____

_____

(answer) _____

_____

3. (question) _____

_____

(answer) _____

_____

4. (question) _____

_____

(answer) _____

_____

Self-evaluation as the interviewee:
(to be completed after the interview)

For each item, circle the number which indicates your level of performance as the interviewee:

		LOW					HIGH
1.	I was appropriately groomed.	1	2	3	4	5	6
2.	I was gracious at all times.	1	2	3	4	5	6
3.	I maintained appropriate eye contact with the interviewer.	1	2	3	4	5	6
4.	I answered questions honestly.	1	2	3	4	5	6
5.	I used complete sentences in my conversation.	1	2	3	4	5	6
6.	I left promptly at the conclusion of the interview.	1	2	3	4	5	6

In preparation for future interviews, what could I do to feel more at ease during the interview?

1. _____

2. _____

3. _____

4. _____

5. _____

Describe the clothing you would wear for this interview:

1. Suit: _____
2. Dress: _____
3. Shirt: _____
4. Trousers: _____
5. Skirt: _____
6. Belt: _____
7. Tie: _____
8. Shoes: _____
9. Socks or stockings: _____
10. Jewelry: _____
11. Purse or other accessories: _____

DEVELOPING A CAREER PLAN
UNIT IV

ASSIGNMENT SHEET 7--FOLLOW-UP LETTER

Directions: You are to write a mailable follow-up letter to thank the interviewer for granting you an interview. This letter can improve the applicant's chance for employment by being another positive factor. Since few persons write letters to interviewers, applicants who do will stand out among the competition.

Section I: Sample Follow-up Letter

288 South Hill Street
Anytown, MO 66444
May 15, 1987

Mr. Sam Fulton
Personnel Director
Box Manufacturing Corporation
Yourtown, MO 63091

Dear Mr. Fulton:

Thank you for the opportunity to interview for the para-accountant position at Box Manufacturing Company. I enjoyed meeting you and learning more about the position.

Now that I have an understanding of the job requirements and responsibilities, I am confident that my computer skills and past experience as an accounting clerk would be beneficial to me in a para-accountant position.

If you wish to contact me for an additional interview, you may reach me at (314) 242-1396. I would be happy to arrange a second interview at your convenience.

Again, thank you for taking time from your busy schedule to grant me an interview. I look forward to hearing from you soon.

Sincerely,

Ann Johnson

Ann Johnson

Section II: For each type of content listed below, write a paragraph which could be included in your letter:

1. **Appreciation for the interview**

2. **Brief reference to your pertinent qualifications** (Do not go into detail regarding qualifications or employment data)

3. **Availability for an additional interview**

Section III: Write a letter to the person with whom you interviewed. The three paragraphs which you have written in this assignment may be included. The letter is to be of mailable quality. Also, a business size envelope is to be prepared.

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UNIT IV

KEY TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1--MY CAREER QUALIFICATION SHEET

Answers will vary according to the individual student's personal data and plans. This assignment brings together many facets of this careers study and is important for the concluding activities.

ASSIGNMENT SHEET 2--PREPARE A RESUME

Each student's resume will reflect his/her own credentials. It is to be completed in usable form.

ASSIGNMENT SHEET 3--WRITE A LETTER OF APPLICATION

Each student's letter of application will reflect his/her own qualifications in relationship to the job for which the letter is being written. The letter is to be mailable, according to the instructor's criteria.

ASSIGNMENT SHEET 4--COMPLETE AN APPLICATION FOR EMPLOYMENT

Each of the three sections of Assignment Sheet 4 is to be completed in such a way as to accurately reflect the student's personal data. Section III is to be completed satisfactorily for acceptance by a potential employer.

ASSIGNMENT SHEET 5--CRITIQUE OF AN INTERVIEW

The answer statement for "mistakes" and "more appropriate action" will vary according to the individual student's perception of the situation. The answers should be similar to those listed below.

MISTAKE	MORE APPROPRIATE ACTION
1. Took packages to the interview	1. One should take only the items actually needed to an interview.
2. Placed packages and purse on interviewer's desk	2. Items may be kept on one's lap or placed discretely on the floor by the applicant's chair.
3. Acted disinterested in the particular job for which she was applying	3. Genuine interest should be expressed for the job for which the interview has been granted.
4. Didn't express any knowledge or interest in the company	4. Interest in the company should be expressed, possibly by indicating some prior consideration to its work or your future.
5. Uncertainty about skills	5. Be able to state one's skills and abilities in a positive manner.
6. Taking initiative in asking about working hours and pay	6. Show interest in being a conscientious employee; working hours should be discretely asked about; wait for the prospective employer to bring up wages or salary but do not accept a job without knowing what it pays and the benefits.
7. No resume	7. Have letter-perfect resumes with you to hand to each interviewer. (There could be more than one interviewer.)

ASSIGNMENT SHEET 6--INTERVIEW AND SELF-EVALUATION

Each student's written answers and actual participation response will vary according to personal interest as well as the team member in the interviews.

ASSIGNMENT SHEET 7--FOLLOW-UP LETTER

The completed follow-up letter and the envelope should be satisfactory according to your standards. Each student's work will vary according to his/her own interview activities.

DEVELOPING A CAREER PLAN
UNIT IV

Name _____

TEST

1. In the appropriate column, write the names of the courses offered at your school which you plan to take that would help meet your tentative career objective. Also, list the semester in which you plan to enroll in them.

Name of Course	Semester to be Taken

2. Define the following terms:

   a. Experience

   b. Resume

   c. Applicant

   d. Salary or wages

   e. Performance evaluation

3. List four items an applicant may need to complete or prepare.

   a.

   b.

   c.

   d.

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4. List seven employee attributes an interviewer would try to identify during a personal job interview.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

5. List five ways to make a favorable first impression at a job interview.

   a.

   b.

   c.

   d.

   e.

6. Discuss the criteria to use in job selection. (Include at least four points.)

7. Discuss the procedures to enhance the job search when no offers are received.

8. In the space provided, write the number which represents the correct law from the list on the right.

____	a.	Requires employers to pay men and women equal wages for doing substantially equal work	1. Civil Rights Act of 1964
____	b.	Sets minimum wages for certain workers	2. Equal Pay Act of 1963
____	c.	Guarantees workers' right to organize and bargain collectively	3. Fair Labor Standards Act of 1938
____	d.	Requires covered employers to treat all persons equally, regardless of race, color, religion, sex, or national origin, in all phases of employment	4. National Labor Relations Act of 1935
			5. Occupational Safety and Health Act of 1970

9. Select the best answer for each of the following questions and write the answer in the space provided.

____ a. A good way for an employee to start a new job is to:

1. Rush to work on time.
2. Record all conversations which involve work instructions.
3. Work extra hours, including lunch hours.
4. Be attentive and ask the right questions.

____ b. If a situation arises that you don't know how to handle, it is best to:

1. Ask the person at the next desk what to do.
2. Ask your supervisor the proper way to handle it.
3. Ignore the situation since it wasn't important.
4. Wait until the next day to take care of it.

____ c. The employee handbook is the appropriate place to look for:

1. Names and addresses of your peers.
2. Procedures to handle your specific job.
3. Company policies and procedures.
4. The company cafeteria menu and prices.

____ d. To decide how to dress for your job, it would be best to:

1. Read the latest fashion magazines.
2. Observe how your peers dress.
3. Be comfortable and clean.
4. Continue dressing as you did in school or on your last job.

10. List five ways to enhance your opportunities for career advancement.

    a.

    b.

    c.

    d.

    e.

11. List three ways to keep current in your career.

    a.

    b.

    c.

DEVELOPING A CAREER PLAN
UNIT IV

TEST KEY

1. The answers to this question should coincide with the answer to "1" in the student's Assignment Sheet 1.

2. The answers should be similar to the following statements:

   a. Experience is the knowledge and insights gained from jobs held.

   b. A resume is a written summary of job qualifications to be presented to prospective employers.

   c. An applicant is a person who is seeking employment.

   d. Salary or wages is the gross amount of pay stated by the hour, week, or month.

   e. A performance evaluation is an organization's determination of an employee's satisfactory/unsatisfactory fulfillment of responsibilities and duties.

3. a. Resume
   b. Letter of application
   c. Application
   d. Follow-up letter

4. The student should list any seven of the following attributes:

   a. Skill levels
   b. Education
   c. Experience
   d. Ability to communicate
   e. Appearance
   f. Courtesy
   g. Enthusiasm
   h. Intelligence
   i. Maturity
   j. Personality
   k. Poise

5. a. Grooming
   b. Dress properly
   c. Take what you need
   d. Insure promptness
   e. Confident manners

6. The student should include at least four criteria in the discussion; such as, responsibilities of the job, opportunities for advancement, geographic location, supervisors and co-workers, reward or self-satisfaction, and salary level.

7. The student should include the re-evaluation of the job search strategies, discuss the process with trusted individuals, and maintain a positive self image.

8. a. 2
   b. 3
   c. 4
   d. 1

9. a. 4
   b. 2
   c. 3
   d. 2

10. The student should include five of the following answers:

    a. Chart or plan your career.
    b. Project your intended professional image.
    c. Network.
    d. Learn the ground rules of business.
    e. Make your own opportunities.
    f. Maintain an activity file.
    g. Seek a mentor.
    h. Obtain additional training or education.
    i. Use the systems approach.
    j. Learn when to change jobs.

11. a. Join and participate in professional organizations.
    b. Subscribe to professional journals and magazines and read them promptly.
    c. Participate in in-service education.

APPENDIX A: SUPPLEMENTARY RESOURCE MATERIALS

I. Periodicals

A. "Business Education Forum"
This periodical is the official publication of the National Business Education Association.
For subscription information write to:
Business Education Forum
1914 Association Drive
Reston, VA 22091

B. "Journal of Business Education"
This periodical is designed for teachers, supervisors, and administrators at the secondary, college, and university levels.
For subscription information write to:
Journal of Business Education
Heldref Publications
4000 Albemarle Street, N.W.
Washington, DC 20016

C. "Tomorrow's Business Leader"
This publication is prepared by FBLA-PBL, Inc.
For subscription information write to:
Tomorrow's Business Leader
1908 Association Drive
Reston, VA 22091

D. "Ford's Insider - a Continuing Series of College Newspaper Supplements"
For a complimentary subscription write to:
13-30 Corporation
505 Market Street
Knoxville, TN 37902

E. "Campus Voice - The National College Magazine"
"Newsweek on Campus"
For subscription information write to:
Newsweek on Campus
444 Madison Avenue
New York, NY 10022

F. "Your Computer Career"
This computer career planning magazine is published for DPMA Student Chapter and Club member as well as nonmembers. The members receive the publication as part of their membership dues. Paid subscriptions are about $10 per year.
For more information write to:
Data Processing Management Association
505 Busse Highway
Park Ridge, IL 60068-3191

G. "Business Week's Guide to Careers"

This publication is designed for college students. Typical articles include "What I Do on the Job: Ad Account Exec," and "Opportunities for Disabled Grads." The subscription rate is approximately $12 per year.

For more information write to:

Business Week's Guide to Careers
P.O. Box 7819
West Trenton, NJ 08628

H. "Career World"

A general career publication designed for grades 6-12. Rates are approximately $10 for a single subscription and $5 each for 15 or more subscriptions.

For more information write to:

Curriculum Innovations, Inc.
P.O. Box 310
Highwood, IL 60040

I. "Teaching Topics"

For a complimentary subscription write to:

Education Relations and Resources
American Council of Life Insurance
Health Insurance Association of America
1850 K Street, N.W.
Washington, DC 20006-2284

J. "Viewpoints in Business Education"
"Computers in Business Education"

For a complimentary subscription write to:

Viewpoints in Business Education
MPC Educational Publishers
Division of Milady Publishing Corporation
3839 White Plains Road
Bronx, NY 10467-5394

K. "The Balance Sheet"

This periodical is prepared for circulation to business educators. Typical articles include: "Microcomputers in Business Education Today," "Marketing Tools for the Business Educator," and "Rating the Job."

Subscriptions are complimentary to business educators who make the request on school letterhead stationery.

Available from:
South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

L. "Business Education World"

This periodical is prepared for circulation to business educators. Typical articles include: "Communication Strategies for the Electronic Office," and "Strategies for Handling the Job Interview Successfully."

If you wish to have a complimentary subscription, send your request on school letterhead, indicating the business subjects you are teaching to the Gregg regional office serving you, such as:

Gregg/McGraw-Hill
13955 Manchester Road
Manchester, MO 63011

M. "Forum"

For a complimentary subscription to this newsletter of educational activities, write to:

National Federation of Independent Business
Research and Education Foundation
150 West 20th Avenue
San Mateo, CA 94403

N. "Collegiate News and Views"

Business and economic instructors in colleges and universities may request a complimentary subscription by writing to:

Collegiate News and Views
The College and University Department
South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

O. "9 to 5 Newsletter"

Members of the 9 to 5 National Association of Working Women receive this publication which is designed for office workers. More information may be obtained by writing to:

9 to 5 - National Association of Working Women
1224 Huron Road
Cleveland, OH 44115

P. "Business Exchange"

This periodical is prepared for circulation to business educators. It includes articles on business subjects, activities, and teaching tips. For a complimentary subscription, write to Houghton Mifflin's regional sales office. In Missouri, send your request to:

Houghton Mifflin Company
1900 S. Batavia Avenue
Geneva, IL 60134

II. Pamphlets

A. "Invitation to Achievement - Your Career in Management"
A complimentary copy may be requested from:
The American Management Association
AMACOM Publishing Division
P.O. Box 1026
Saranac Lake, NY 12983

B. "How Professors Use the Wall Street Journal"
A complimentary copy may be requested from:
Dow Jones & Company, Inc.
P.O. Box 300
Princeton, NJ 08540

C. "Careers in Insurance"
A complimentary copy may be requested from:
Insurance Information Institute
110 William Street
New York, NY 10038

D. "There is a Future in Accounting"
"Why I Chose Accounting as a Career"
"Management Accounting - Opportunity and Challenge"
Complimentary copies may be requested from:
National Association of Accountants
Marketing Services
10 Paragon Drive
P.O. Box 433
Montvale, NJ 07645

E. "Make IRS Your Tomorrow"
"Make IRS your Tommorow - A Career in Accounting"
Complimentary copies may be requested from:
Internal Revenue Services
National Recruitment Coordinator
U.S. Treasury Dept.
Washington, DC 20224

F. "Accountants - Occupational Brief"
"Occupational Outlook Handbook" (for accountants)
"Public Accounting as a Career For You"
"Opportunities in Public Accounting"
These pamphlets are available without charge and may be reprinted for your use. Send your request for a complimentary copy to:
National Society of Public Accountants
1010 N. Fairfax Street
Alexandria, VA 22314

G. "Advertising, A Guide to Careers in Advertising"
"What Agencies Are, What They Do, and How They Do It"
"The Significance of Advertising"
"The Marketing System and Advertising"
A complimentary copy of each booklet may be requested from:
American Association of Advertising Agencies
666 Third Avenue
New York, NY 10017

H. "What's Next"
This booklet describes internal auditing careers.
You may request a complimentary copy from:
The Institute of Internal Auditors
P.O. Box 20099
Orlando, FL 32889-0003

I. "Careers in Accounting"
"Accounting: It Figures in Your Future"
"Taxation as a Professional Career"
"Choosing the CPA Firm That's Right for You"
Complimentary copies may be requested from:
American Institute of Certified Public Accountants
1211 Avenue of the Americas
New York, NY 10036

J. 'The Secretarial Profession: Your Career Path With a Future"
A complimentary copy of this pamphlet may be requested from:
Professional Secretaries International
301 East Armour Boulevard
Kansas City, MO 64111-1299

K. "So You Want to be a Legal Secretary"
Copies of this brochure are available at 10 cents per copy from:
The National Association of Legal Secretaries
3005 East Skelly Drive, Suite 211
Tulsa, OK 74105-6397

L. "Word Processing Careers . . ."
A complimentary copy may be requested from:
The Association of Information Systems Professionals
1015 North York Road
Willow Grove, PA 19090

M. "A Career in Shorthand Reporting"
"Making the Record"
Complimentary copies may be requested from:
National Shorthand Reporters Association
118 Park Street, S.E.
Vienna, VA 22180

N. "AMRA Independent Study Program in Medical Record Technology"
A complimentary copy may be requested from:
American Medical Record Association
875 N. Michigan Avenue
Chicago, IL 60611

O. "Careers in Statistics"
The 23-page pamphlet describes the work of statisticians, career opportunites, education, and training.

"Statistics as a Career - Women at Work"
This brochure gives examples of women statisticians.
Up to 25 complimentary copies of each of these two publications may be requested from:
American Statistical Association
806 15th Street, N.W.
Washington, DC 20005

P. "A Good Job Today - Building to a Rewarding Career Tomorrow"
This advertising brochure describes careers relative to stenograph keyboard shorthand.
Complimentary copies may be requested from:
Stenograph Corporation
7300 Niles Center Road
Skokie, IL 60077-3889

Q. "Receptionist" (#21)
"Teller" (#109)
"Legal Secretary" (#172)
"Medical Secretary" (#177)
"Purchasing Agent" (#266)
"Market-Research Analyst" (#291)
"Labor Relations Specialist" (#297)
A complimentary copy may be requested from:
Department of Employment
State of California
800 Capital Mall
Sacramento, CA 95814

R. "The Written Conversation: A Practical Guide to Letter Writing"
You may request complimentary copies from:
Sheaffer Eaton Textron
Sheaffer Eaton Division of Textron Inc.
Pittsfield Operations
Pittsfield, MA 01201

S. "Career Opportunities for You in Life and Health Insurance"
To obtain this 24-page booklet, send check for eighty-five cents ($.85) to:
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

T. "Financial Planning as a Career"
This booklet addresses the financial planner, employment, skills, education and training, and employment outlook.
A complimentary copy may be requested from:
International Association for Financial Planning
Suite 120-C
5775 Peachtree Dunwoody Road
Atlanta, GA 30342

U. "Careers in Accounting"
This booklet addresses professional certification, education, and accounting career categories.
A complimentary copy may be requested from:
American Institute of Certified Public Accountants
1211 Avenue of the Americas
New York, NY 10036-8775

V. "Civil Service Careers"
This booklet may be requested from:
U.S. Department of State
Recruitment Division
P.O. Box 12209 - Rosslyn Station
Arlington, VA 22209

W. "Foreign Service Careers"
This booklet may be requested from:
U.S. Department of State
Recruitment Division
P.O. Box 9317 - Rosslyn Station
Arlington, VA 22209

X. "Careers in Distribution"
A complimentary copy may be requested from:
National Council of Physical Distribution Management
2803 Butterfield Road - Suite 380
Oak Brook, IL 60521

Y. "The American Economic System. . . and Your Part in It"
A complimentary copy of this booklet may be requested by writing to:
"Economics"
Pueblo, CO 81009

Z. "New Challenges for Women Workers"
"Job Opportunities for the Handicapped"
"This is the AFL-CIO"
"AFL-CIO Guide to Union Sponsored Scholarships, Awards and Student Financial Aid"
Complimentary copies may be requested from:
AFL-CIO
815 16th Street, N.W.
Washington, DC 20006

AA. "General Information on United Nations Employment Opportunities"
Information is given about secretarial, clerical, accounting, and statistical positions. This information may be obtained by writing to:
Recruitment Programmers Section
Office of Personnel Services
United Nations
New York, NY 10017

BB. "Careers in Operations Research"
Operations research involves the application of scientific principles to assist the decision maker in making rational decisions. These decisions involve the allocation of scarce resources such as people, money, equipment, and facilities to competing entities and can affect the success of corporations or the policies of nations.
A complimentary copy of this 16-page pamphlet may be requested from:
Operations Research Society of America
Mount Royal and Guilford Avenues
Baltimore, MD 21202

CC. "Computer Careers"
The brochure addresses career types, training, and education.
Complimentary copies may be requested from:
Data Processing Management Association
505 Busse Highway
Park Ridge, IL 60068-3191

DD. "Careers in Business-to-Business Communications"
A complimentary copy may be requested from:
Business/Professional Advertising Association
205 East 42nd Street
New York, NY 10017

EE. "What Does a Public Personnel Worker Do?"
A complimentary copy may be requested from:
The International Personnel Management Association
1617 Duke Street
Alexandria, VA 22314

FF. "Getting Started and Getting Ahead on Your New Job"
A complimentary copy may be requested from:
Personnel Publications
P.O. Box 301
Huntington, NY 11743

GG. "What's the Difference?"
This packet includes teaching materials and a poster which compare economic systems.
For a complimentary copy write to:
National Federation of Independent Business
Research and Education Foundation
150 West 20th Avenue
San Mateo, CA 94403

HH. "Beginner's Guide to Work
"How to get and Hold the Right Job"
"Planning Your Job Search"
For complimentary copies, contact the local office of the Missouri Job Service.

II. "A Golden Opportunity"
A complimentary copy of this pamphlet about careers in managing, purchasing, and materials may be requested from:
National Association of Purchasing and Management
496 Kinderkamack Road, P.O. Box 418
Oradell, NJ 07649

JJ. "Careers in Public Relations"
This brochure may be obtained by sending $1 to:
CAREERS
Public Relations Society of America
845 Third Avenue - 12th Floor
New York, NY 10022

KK. "Careers for a Changing World: An Overview"
"Business and Office"
"The Arts"
"Health Care"
"Hospitality and Recreation"
"Transportation"
"Communications and Media"
"Construction"
"Manufacturing"
"Natural Resources and the Environment"
"Agribusiness"
"Marketing and Distribution"
"Public Service"
"Consumer Services and Homemaking"
"Making the Most of Your Job Interview"
A complimentary copy of each of these booklets may be requested from:
Careers
New York Life Insurance Company
Box 51
Madison Square Station
New York, NY 10159

LL. "Thinking About Going Into Business"
(Management Aids No. 2.025)
"Feasibility Checklist for Starting a Small Business"
(Management Aids No. 2.026)
"Checklist for Going Into Business"
(Management Aids No. 2.016)
Copies of these booklets are available without charge from:
Small Business Administration
P.O. Box 15434
Fort Worth, TX 76119

MM. "Starting a New Business in Missouri"
Copies of this handbook may be obtained by writing to:
Missouri Division of Community and Economic Development
P.O. Box 118
Jefferson City, MO 65102

NN. "Technical and Clerical Careers in the VA"
This brochure may be requested from:
Office of Personnel
Veterans Administration
Washington, DC 20420

OO. "Business Economics - Careers"
A complimentary copy of this booklet may be requested from:
National Association of Business Economists
28349 Chagrin Blvd.
Cleveland, OH 44122

PP. "Your Career in Banking"
A complimentary copy may be requested from:
American Bankers Association
1120 Connecticut Avenue, N.W.
Washington, DC 20036

QQ. "You and NCR"
Copies may be requested from:
National Cash Register Corporation
Main and K Streets
Dayton, OH 45479

RR. "Careers in Administration"
"Engineering, Scientific, and Programming Careers"
Complimentary copies may be requested from:
IBM
National Accounts Division
1133 Westchester Avenue
White Plains, NY 10604

SS. "Careers"
Careers in advertising, accounting, systems analysis/programming, marketing, and production planning are described.
Complimentary copies may be requested from:
College Relations Department
Armstrong World Industries, Inc.
P.O. Box 3001
Lancaster, PA 17604

TT. "Careers in Finance"
Complimentary copies may be requested from:
IBM
Old Orchard Road
Armonk, NY 10504

UU. "Tomorrow's Jobs: Overview"
"Jobs for Which You Probably Will Need Some College or Specialized Training"
"Business, Managerial, and Legal Occupations"
"Sales Occupations"
"Clerical and Other Administrative Support Occupations"
"Small Business Occupations"
"Matching Yourself With the World of Work"
"Job Outlook in Brief"

Though a complimentary copy might be sent, a price list may be obtained from:

U.S. Department of Labor
911 Walnut Street
Kansas City, MO 64106

VV. "The Job Outlook in Brief"

The Bureau of Labor Statistics prepared this publication which highlights the outlook for nearly 200 occupations for the next decade. For a copy send $1.50 to:

Consumer Information Center
Department 124N
Pueblo, CO 81009

EXPLORING CAREERS IN BUSINESS

APPENDIX B: REFERENCES

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